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The Ves Thomas Carl Braun Canadian Spelling Program 6



Teacher's
Edition

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PROGRAM FEATURES

- complete, fully-sequenced Canadian spelling program for Grades 2-8
- based on nationwide research study of words used by Canadian children and adults
- word lists determined by computer analysis of words most frequently used in writing
- systematic reintroduction of most commonly misspelled words
- selection of list words for each grade based on actual usage at that age
- eclectic approach combining general linguistic principles with individual word study in direct and incidental learning
- sequenced unit organization to allow individualized learning within structured system of instruction
- instructional techniques in accord with research findings on how children learn to spell
- use of pretest as diagnostic tool
- strategies to develop skills in self-diagnosis and self-correction of errors
- proofreading practice to help pupils recognize and correct misspellings
- application of spelling skills in a variety of written contexts
- transfer of spelling skills to writing in other subject areas
- study helps and techniques built right into program
- review units for reassessment and for reinforcement of spelling generalizations
- special units centred on specific themes—in Grade 2, holiday festivals; in Grade 3, the seasons; in Grade 4, special words for Measurement, TV, Sports, and Travel; in Grades 5 and 6, words from the content areas of the curriculum
- appealing illustrations to create interest and to provide exercise variety
- type and page layout designed for easy reading and completion of exercises

BASIC ASSUMPTIONS

1. Spelling is an essential aspect of writing, which continues to be an important means of communication in our society and in the instructional programs of our schools.
2. Learning to spell the English language is a challenging task requiring time and effort. Instructional techniques that apply the results of linguistic research in spelling to the way children learn will make the task easier for both teacher and pupil.
3. A research-based core of high-utility words that accounts for over 95 per cent of the words used in children's and adults' writing is a practical and logical basis for a spelling program. From this basis the program can be individualized by supplementary words specific to a child's needs and interests.
4. Presentation of words in list form focuses attention on the spelling of specified words.
5. Continual and systematic reintroduction of problem words as part of regular word lists yields better spelling results than singling out such words for special attention.
6. Learning list words is not in itself a sufficient test of spelling ability. The real measure is the correct spelling of words in an individual's written work. Instructional strategies must include the transfer of basic spelling skills to writing in context.
7. Knowledge of sound-symbol relationships is essential. However, overemphasis on the learning of "rules" is of limited value in improving spelling ability, since there are few rules that can be applied with adequate consistency. Whatever rules are of practical value should be learned inductively.

8. Spelling instruction should provide opportunities to focus on particular oral and visual aspects of words. The degree of oral-visual intensification in instruction will vary with the type of word and the learner.
9. The pretest-study-test sequence is the most effective approach to organizing spelling instruction toward individualized goals.
10. The self-corrected test, under the direction and supervision of the teacher, increases the possibility of successful study of spelling words. Analysis of spelling errors provides both the teacher and the pupil with valuable diagnostic information. Analysis of errors must be followed with a variety of study helps to accommodate a variety of learning styles.
11. A system of individual record-keeping provides necessary feed-back to the learner and the teacher. This serves as a constant reinforcer for directing attention to the pupil's individual needs and leads to self-responsibility for spelling growth.
12. Proofreading to recognize and correct spelling errors is an essential writing skill. Planned proofreading practice in the instructional setting will help pupils to recognize misspellings.
13. The ultimate goal is self-diagnosis and self-correction of spelling errors. The development of a spelling consciousness and a positive attitude toward spelling will help the learner achieve this goal.

PURPOSE

This totally new series is designed to provide a complete, fully-sequenced Canadian spelling program for Grades 2-8. The content, approach, and methodology are based on the results of accumulated research.

- The content of the program is based on the results of an extensive study of the words most frequently used in written work by Canadian children and adults.
- The eclectic approach combines individual word study and systematic instruction based on linguistic research.
- The methodology comprises a variety of effective instructional techniques developed in accord with the results of research into how children learn to spell.

GOALS

1. Children will learn to spell the words they are most likely to use in their day-to-day activities as well as the words they are most likely to write as adults.
2. Children will develop strategies for learning and retaining the spelling of words.
3. Children will apply spelling skills in a variety of writing contexts and transfer these skills to writing needs in other subject areas.
4. Children will learn self-analysis and self-correction skills through the development of a spelling consciousness.
5. Children will develop a positive attitude toward spelling and a sense of achievement in their own spelling ability.

OBJECTIVES

Objectives for each unit are outlined in the *Teacher's Edition* for each grade. See also the "Scope and Sequence Chart" on pages 30-31.

RESEARCH BASIS FOR THE CANADIAN SPELLING PROGRAM

1. Pilot study by Thomas, 1972
 - sample — children's compositions
 - test area — Province of Alberta
 - reported in *Teaching Spelling*, 1974, by Ves Thomas (Gage)
2. Research study by Thomas and Braun, 1976
 - reported in *Teaching Spelling, Second Edition*, 1979 (Gage)
 - sample — compositions written by children and adults
 - test area — nationwide — ten provinces of Canada
 - total sample — over 52 000 compositions
 - scope of research — random sample of approximately 8000 compositions selected from total sample
 - method of research — compositions in random sample analysed for frequency of word usage in writing and frequency of error in spelling
 - method of tabulation — results of computer analysis of children's compositions, on a grade-by-grade and province-by-province basis, combined with results from adult writing sample to determine overlaps
 - results of research — core list of 3000 most frequently used words, of which 360 identified as most frequently misspelled
3. Analysis of Word Usage in 1976 Research Study
 - total word count — 623 573 words
 - number of individual words — 17 237 different words
 - frequency of usage of individual words:

<i>Numbers of Individual Words</i>	<i>Percentage of Total Word Count</i>
50	49%
100	59%
200	69%
500	80%
1000	87%
1500	90%
2000	92%
2500	94%
3000	95%

- percentages for word groupings are consistent with previous research findings, but actual words within each grouping show significant change

4. Conclusions of 1976 Research Study
- A spelling program based on the 3000 words most frequently used in writing by Canadian children and adults will provide pupils with 95 per cent of the words they will need for their immediate and adult written work.
 - A systematic reintroduction of the 360 most commonly misspelled high-utility words will reduce the frequency of spelling errors.

ORGANIZATION OF WORD LISTS

Word Lists for Grades 2-6

The grade sequencing of the 3000 core words is based totally on an analysis of actual word usage. The principle underlying the sequencing is: *usage of incidentally acquired words is an indication of spelling readiness*. Thus, words used spontaneously in written work in a preceding grade are placed for systematic spelling instruction in the following grade.

- The list words in the spelling program for Grade 2 are based on the words children use most frequently in their writing at the end of Grade 1.
- The list words for Grade 3 are based on words written most frequently at the end of Grade 2.
- The list words for Grades 4, 5, and 6 are based on frequency of written usage at the end of Grades 3, 4, and 5.

Word Lists for Grades 7-8

The word lists in Grades 7-8 are predominantly based on those words most frequently used by adults in their own written work.

Word Selection for Units

The allocation of specific words to particular units was based on several criteria:

- A certain number of words in each unit was selected to provide a specific focus — a sound-symbol relationship, a word-structure pattern, a spelling generalization, or a theme — and to enable pupils to make adequate associations between spelling patterns and example words.
- Some unit words were selected to illustrate exceptions to a spelling generalization.
- Some unit words were selected to review and reinforce a spelling pattern introduced in a previous unit.
- Unit lists were organized in a progression of increasing difficulty — from regular phoneme-grapheme relationships to less regular patterns.
- Words with irregular spelling patterns were distributed throughout the units, to avoid overburdening the later units with word difficulties.

Word Repetition in Unit Lists

In addition to sequencing and allocating the 3000 core words to specific grades and units, the organization of the word lists included the repetition of the 360 most frequently misspelled high-utility words. These were distributed throughout the program by grade sequence and unit allocation.

Numbers of List Words by Grade

<i>Grade</i>	<i>Units</i>	<i>Words per Unit</i>	<i>New Words</i>	<i>Repeated Words</i>	<i>Total Words</i>
2	30	10	300	Nil	300
3	30	12	300	60	360
4	30	14	360	60	420
5	30	16	420	60	480
6	30	18	480	60	540
7	30	20	540	60	600
8	30	22	600	60	660
			<hr/> 3000	<hr/> 360	

PROGRAM STRUCTURE: UNITS

The thirty-six units in each grade of the spelling program are organized into unit sets. Each unit set consists of five regular units followed by a review unit. In Grades 2-6 there are four supplementary special units.

Regular Units

- New words are presented in unit lists.
- Grades 3-8, two repeat words from the previous grade are included in each unit list.
- Repeat words are those most-commonly misspelled, which are reintroduced for additional attention.
- This systematic reintroduction of problem words as part of regular unit lists is more effective in reducing frequency of misspelling than presenting these words in special lists.

Review Units

- These units serve a double function: reassessment of spelling achievement and extra study of words in preceding five units that may not have been fully learned.
- Exercises in review units are designed to reinforce the spelling generalizations of the preceding five units.
- The focus of attention is on words that contain phonological or visual difficulties.

Special Units

- These supplementary units provide variety and develop an interest in words.
- The focus in these units is on special words associated with specific themes.
- In Grade 2, the focus is on festival words for Hallowe'en, Christmas, Valentine's Day, and Easter.
- In Grade 3, the focus is on words for the four seasons.
- In Grade 4, the units focus on words for Measurement, TV, Sports, and Travel.
- In Grades 5 and 6, the units focus on words from the content areas of Math, Science, Geography, and Social Studies.

UNIT STRUCTURE: SEQUENCES

The units are structured in a sequence that allows the maximum possibility of individualized instruction.

1. Pretest

- The purpose of the pretest is *diagnostic* — to identify those words a pupil already knows how to spell. This allows each individual pupil to focus on particular problem words.
- By examining their own spelling, pupils develop a spelling consciousness.
- By identifying the reasons for misspellings, pupils develop skills in self-analysis of errors.
- By correcting their own errors, pupils can see the correct form beside their personal misspelling and focus attention on the correct form. This kind of discrimination learning intensifies correct spelling.

2. Study Helps

- The focus of attention is on selected phonological and visual features of words.
- Activities and exercises are designed to help students with words diagnosed as problem words in the pretest. These include both misspelled list words and those spelled correctly but with some doubt or hesitation.
- Activities and exercises can be selected to suit individual pupil needs.
- Study techniques are built into the exercises and activities.
- The “Remember” section of the “Study Helps” sequence summarizes the spelling generalization highlighted in the unit.

3. Extending Your Spelling Skills

- This sequence promotes spelling ability by using words in a variety of writing contexts — sentences, verses, dictation, and proofreading.
- To help pupils develop a writing vocabulary, emphasis is placed on adding other words to unit list words.
- Activities and exercises are designed to intensify the instruction in the core lessons and to extend skills to include new words so that pupils can apply spelling skills more effectively in their own written work.
- Activities and exercises are designed to help pupils integrate word meaning and spelling skill.
- Activities and exercises are provided to help pupils transfer spelling skills to writing in other subject areas.
- Fun-type exercises are designed for individual practice, team activity, or class participation.
- Proofreading activities provide practice in recognizing and correcting misspellings as a practical application of learning to spell.

4. Unit Test

- The final sequence serves as both assessment and reinforcement. It provides an accountability measure for pupils who studied their problem words and an additional reinforcement for those who wrote the words correctly on the pretest.
- Self-correction, as on the pretest, helps pupils develop self-responsibility for spelling growth.
- Record-keeping of test results provides important feed-back for pupils and teacher.

SEQUENCE STRUCTURE

Pretest

1. Preparatory Explanation

If pupils are unfamiliar with the pretest, the teacher should discuss the purpose and procedure. It should be made clear to the class that this is *not* a test to *measure* what they know but a way of *helping each pupil to learn* which words he or she already knows so that each, individually, can concentrate energy on problem words.

2. Dictation of List Words

- List words are to be dictated before pupils have studied them.
- Dictation atmosphere should be relaxed but quiet, so that all pupils can hear without straining.
- Each word should be pronounced clearly and then used in a sentence to reduce the possibility of pupils' perceiving the word wrongly, and then pronounced again.
- After all the word has been pronounced the second time, pupils should be encouraged to say it quietly to themselves before they write it.
- After all the list words have been dictated, pupils should check their own words and write their misspelled words in their individual spelling records.
- The booklet *My Spelling Record* provides pages for Pretests.

3. Record of Spelling Errors

Regular and accurate record-keeping is an important factor in learning to spell.

A record of spelling errors serves many valuable functions.

- It helps pupils to diagnose their own spelling problems.
- It helps pupils to develop skills in self-analysis of errors.
- It raises spelling consciousness.
- It encourages self-responsibility for spelling growth.
- It provides important feedback for teacher and pupil.
- It helps the teacher individualize instruction.

The following record form is suggested for recording errors made on the pretest. Copies of this form are available in the booklet *My Spelling Record*, available from Gage Educational Publishing Limited.

My Pretest Record

PRETEST WORDS			MISSPELLING PROBLEMS					
Unit	List Word	My Misspelling	I left out one or more letters	I added one or more letters	I misspelled a part that has a regular spelling	I misspelled a part that has an irregular spelling	I didn't pronounce the word correctly	My hand-writing was not clear

How to Use the Personal Spelling Record

- *Pupils* write the correct form of the misspelled list word in the column "List Word."
- *Pupils* write their misspelling in the column "My Misspelling." The side-by-side placing of correct spelling and personal misspelling has been proved to be a most effective method for focussing attention on the correct form. Spelling success depends, to a large extent, on learning **discrimination skills**. Seeing a comparison between a positive example and a negative example is the basis of discrimination learning.
- *Pupils* analyse each misspelling to determine why a mistake was made, and put a check mark in the appropriate column.
- *Teachers* will have to guide pupils closely at the beginning of the term to ensure that they learn to record and analyse their misspellings accurately. The growth of a spelling consciousness and the development of self-responsibility in their pupils will more than repay these efforts.
- *Teachers* should examine pupils' spelling records on a regular basis to get diagnostic information that will help them individualize extra help.

4. Record of Spelling Progress

A record of correct spellings serves as a measure of achievement and a positive reinforcement for successful effort.

- Both pretest and unit test scores should be recorded.
- Teachers and pupils should both maintain a continual and alert awareness of spelling progress.
- To facilitate a steady progress check, a chart similar to the sample below is included in the *My Spelling Record* booklet.

My Progress Chart

Number of Words Right	Units														
	1	2	3	4	5	7	8	9	10	11	13	14	15	(to Unit 35)	
18															
17															
16															
15															
14															
13															
12															
11															
10															
9															
8															

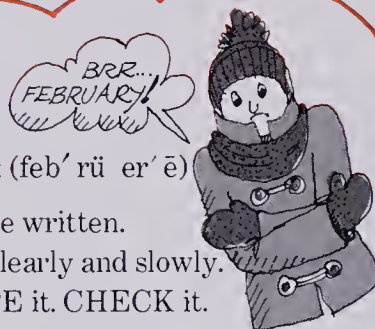
Note that each Unit column is divided with a dotted line into two parts—one for the pretest score and one for the unit test score. In the sample above, in Unit 1, the pupil had 17 words correct on the pretest and 18 on the unit test. In Unit 2, he/she scored 18 on each test.

For the Progress Chart, have pupils use different colors to record their scores; for example, red, for the pretest and blue for the unit test.

Study Helps

- The activities and exercises in this sequence are intended primarily for pupils who had difficulty with the words on the pretest. Pupils who had all the words correct and who are confident they know how to spell each list word should proceed directly to the “Extending Your Spelling Skills” section.
- The primary emphasis in the exercises is on helping pupils to look carefully at the letters that spell list words.
- Pupils should concentrate their effort on exercises that focus on the words they spelled incorrectly, or were unsure of, on the pretest.
- Teachers will be able to individualize the use of “Study Helps” more effectively if they examine the pupils’ spelling records regularly. This will show them the types of spelling errors each child makes and should indicate, therefore, the special help needed.
- All pupils should be taught an efficient study method. The five-step study method outlined on page 5 of the pupil’s book is referred to often in the “Study Helps” sections.

2. Say the word **February**.
Write it in syllables.
Look at its pronunciation: (feb’ rū er’ ē)
Look at the word you have written.
Pronounce each syllable clearly and slowly.
COVER the word. **WRITE** it. **CHECK** it.
Were you right? If not, try again.



9. The words below from the last five units may be difficult to remember. **LOOK** at each of them carefully. **SAY** it aloud to yourself. Then **COVER** the word, **WRITE** it and **CHECK** your spelling.

especially	except	motorcycle
finally	earthquake	anywhere
somewhere	quietly	creatures
treasure	seasons	wolves

Looking Back

1. Check the list of words you misspelled in Units 7 — 11. For each word in this list:
 - (a) Say the word.
 - (b) Is the word spelled according to the way it is pronounced?
 - (c) Which part(s) of the word might you expect to cause a problem(s) when spelling it?
 - (d) Use the Study Method with each word.

1. Sound-symbol Relationships

Accurate pronunciation, clear enunciation of words, and the recognition of the sequence of sounds in words are of utmost importance in spelling. Spelling proceeds from the sound of the word to the written representation of the sounds. The primary focus in the "Study Helps" sections, therefore, is on sound-symbol relationships.

Teachers should emphasize not only the importance of correct pronunciation and clear enunciation, but also the necessity for the recognition of sounds within the words and the sequence of sounds.

Sounds of words are emphasized by the use of dictionary pronunciations. Pupils are introduced to the symbols used in dictionary pronunciations, and learn the difference, in many words, of pronunciation and spelling.



code (kōd) 1 a collection of the laws of a country.
2 any set of rules: A *traffic code* contains rules for driving *n*.

hob·by (hob'ē) something a person especially likes to work at or to study but which is not his main business: *Growing roses is our doctor's hobby.* *n*.

hat, āge, fār; let, ēqual, tērm; it, īce, hot, ōpen, ōrder; oil, out; cup, pūt, rūle, ābove, takēn, pencēl, lemēn, circās
ch, child; ng, long; sh, ship
th, thin; th, then; zh, measure

1. Read this sentence. Listen for the long vowel sound in each underlined word.

Three brave sheep stayed by the side of the stream and ate our grain.



Say and write the words in which you hear /ā/, /ē/ and /ī/.

Underline the letters that spell these vowel sounds.

Write the list words in which you hear /ā/, /ē/ and /ī/.

Circle the letters that spell these vowel sounds.

Extending Your Spelling Skills

1. A dictionary helps you to find out how to *pronounce* words. The *pronunciation* is given in brackets immediately after the entry word.

Look at the dictionary entries on the left. Notice that in the pronunciations, symbols are used to show *sounds represented by letters*. Each sound in a word has its own symbol, and that sound is always shown by the same pronunciation symbol. In regular spelling, however, one sound may be represented by more than one letter.

For example: /b/ /ē/ /r/ /d/ — (bērd) = beard

Write the pronunciation symbols for code and hobby. How are the pronunciations different from regular spelling?

In all dictionaries, all the symbols used in pronunciations are given in a pronunciation key. The complete pronunciation key is usually given at the beginning of the dictionary. But a short pronunciation key is given at least on every other page. When you're not sure what a pronunciation symbol stands for, look at the pronunciation key.

Sound or Structure Highlights

The "Study Helps" of each unit include exercises that focus on a particular sound-symbol relationship or on a structure element. The element being highlighted is listed in the Contents and serves as a "title" for each unit.

However, it must be emphasized that not all words in the unit list contain the featured element. Pupils will be more alert to each list word if the words do not all follow a pattern.



Study Helps

1. Read this verse. Listen for the vowel sound in the last word of each line.

I think I should try
A piece of this pie.
If it's good, I shall sigh,
Then another I'll buy!



What vowel sound do you hear in the last word of each line?

How is /i/ spelled in each of these words?

Write the word in which the letters ie do not spell /i/.

Say and write the list words in which you hear /i/. In each word, underline the letter or letters that spell /i/.

Say and write the list word in which the letters ie do not spell /i/.

List the ways in which /i/ can be spelled.

Remember



/i/ can be spelled: ie as in pie
y as in spy

The letter c sometimes spells /k/ as in crab and sometimes /s/ as in cycle.

Remember

This special feature at the end of "Study Helps" in most units is a statement of the spelling generalization highlighted in this unit.

It is not intended that these statements be memorized, but merely discussed with pupils.

Remember



We sometimes use oo to spell: /û/ as in brook
/ÿ/ as in bloom
/ô/ as in door.

Rhyme

This technique is used frequently to help students to proceed from the sound of words to the written representation.

At first, the technique of rhyme is used to help pupils to recognize regular spelling patterns and to realize that they can spell many other words than the list words.

But pupils must learn also that rhyme depends on the *sound* of the word and that not all rhyming words are spelled in the same way. Exercises help pupils to recognize, and to use, these variant spellings.

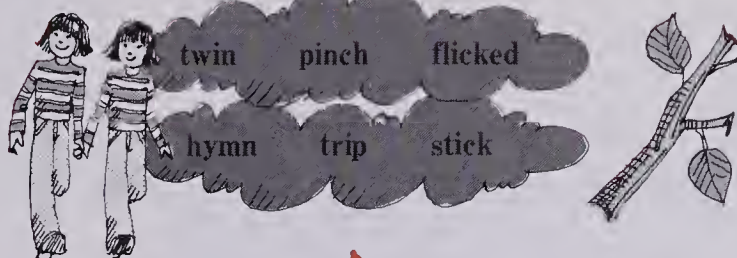
2. Word Structure

The structure of words forms an important part of the "Study Helps" sequence. Syllables, compound words, contractions, plurals, base words, and endings in inflected forms are taught in Books 2 and 3. Possessives, capital letters, prefixes and hyphens are taught in Books 4 and 5.

Syllables

Saying a word in 'parts' or syllables helps pupils to concentrate on the sequence of sounds in each part and thus helps in spelling. Pupils need also to recognize that the vowel sounds in unstressed syllables often sound the same but are spelled with any of the vowel letters. They learn to look carefully at the vowel letters in unstressed syllables.

10. Say and write the list words that rhyme with these words:



2. Write two /ü/ list words that rhyme with cook and look.

Write one /ü/ list word that rhymes with goose.

Write one /ü/ list word that rhymes with gloom.

Write one /ü/ list word that rhymes with looms.

Write the list words that have /ôr/. Underline the letters that spell /ôr/.

1. Say and write each picture word below.

Underline the letter that spells the short vowel sound.

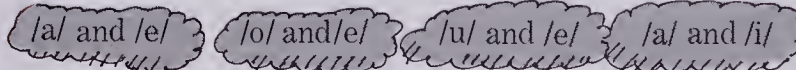
Under each picture word, write the one-syllable list

words that have the same short vowel sound. Say each word carefully as you write it.

In each list word, circle the letter that spells the short vowel sound.



2. Write the two-syllable list words in which you can hear both these sounds:



Compound Words

The emphasis is on both meaning and spelling.

Contractions

Pupils must remember that the apostrophe is an element of spelling.

Base Words and Endings

Pupils are introduced to inflected forms and are taught to recognize changes in the spelling of some base words when endings or suffixes are added.

Possessives

Pupils are taught to recognize words in the possessive form.

Capital Letters

Pupils are helped to identify words that need an initial capital letter.

Prefixes

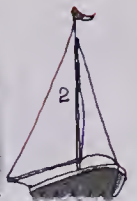
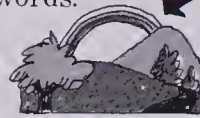
Pupils are taught to identify prefixes and to use this knowledge as an aid to spelling.

Hyphens

Pupils must recognize the necessity for hyphens in compound number words.

1. Match each picture with a list word.

Write the words.



What are these words called?

How many base words are there in a *compound word*?

Write the base words of each picture word.

Say and write the other compound words in your word list. Beside each compound word, write the base words.

1. Remember that a *contraction* is formed from two words. An *apostrophe* (') replaces a letter or letters that are omitted when these two words are *contracted* into one.

Say and write the list words that are contractions.

Beside each contraction, write the two words from which it was formed. Circle the letter(s) that were left out and replaced by an apostrophe.

1. Add the ending *ed* to each of these base words to write a list word:

hope suppose travel pass

In which base word did you double the final consonant when the ending *ed* was added?

How were the base words **hope** and **suppose** changed when you added *ed*?

1. Use each of these clues to write a list word that begins with a capital letter:

- It means "new found land."
- Canada's Pacific province
- Its capital is Tokyo.
- the capital city of Alberta
- part of the United States

Extending Your Spelling Skills

This sequence in each unit extends spelling skills in a variety of situations:

- writing sentences, stories, verses
- dictation exercises
- proofreading someone else's writing
- puzzles and other "fun" activities
- exercises that extend and apply generalizations
- exercises that emphasize word meaning
- activities related to general subject areas
- learning to use the dictionary.

3. Use these groups of words and some of your own sentences to write a short story.

... the scientist realized that ... indeed a mystery
... lying about a report ... stupid mistake ...
frantically searching ... filled with fright and panic
..... guarded area ... anyone understand

Writing

The purpose of any spelling program must be to help pupils spell correctly in all written work. Learning to spell words in lists is not an end in itself. Pupils must remember the correct spelling of those words in their own personal writing.

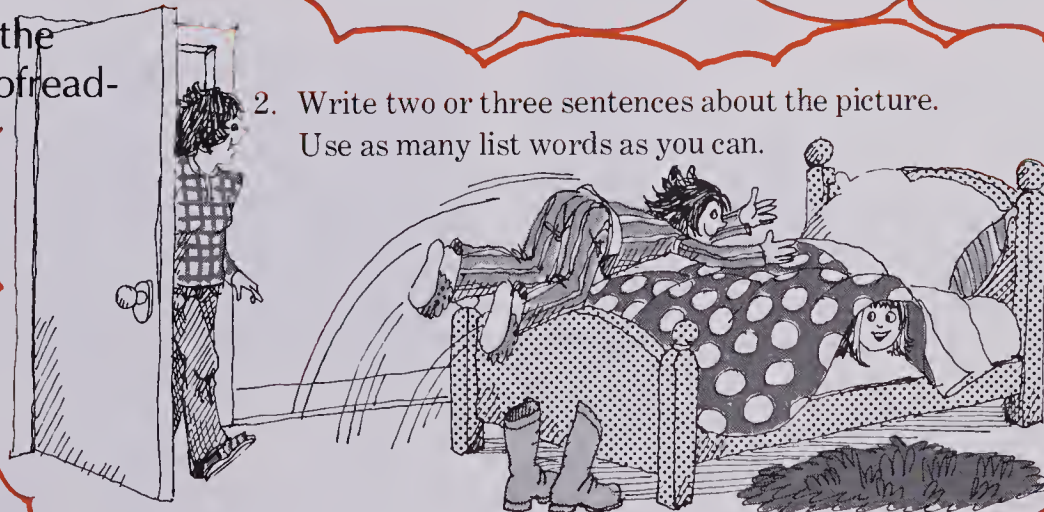
Pupils are, therefore, provided with situations that promote the writing of the newly learned words in connected discourse.

This writing also provides the vehicle for practice of proofreading skills.

3. Here are the answers. Now write the questions, using the words in the brackets.

1. They found him halfway up the trail.
(patrol, professor)
2. Because he became ill.
(sergeant, guide, ambulance)
3. "Ho, ho, ho."
(TV)

2. Write two or three sentences about the picture.
Use as many list words as you can.



Check your sentences for spelling and punctuation.

Dictation

Dictation provides a situation in which pupils write words in sentences, or paragraphs, or verses. Because the content of the writing is provided and dictated by the teacher, pupils can concentrate on their spelling skills and on other skills, such as the use of punctuation and legible handwriting.

The material for dictation is in the pupil book. Therefore, after writing, pupils should be encouraged to proofread their own work and then check both writing and proofreading by comparing with the book.

This also affords the teacher an excellent opportunity to determine whether, in fact, pupils are learning how to recognize spelling errors in their own writing.

1. Your teacher or classmate will dictate these paragraphs:

We fixed our bikes and hiking equipment in Dad's basement, and thanked him for his help. Early the next morning, we studied the map of the mountain trail for the last time. Dad explained the importance of following the map.

"People get lost because they don't follow the map," he said. "If anything happens, don't panic."

Proofread your work for spelling and punctuation.



6. Your teacher or a classmate will dictate these sentences:

1. The doors of our cottage were slammed shut.
2. We dragged our things out of the burning apartment.
3. For supper, we had lobsters and toast.
4. I waited to escape from the tunnel.
5. What is the address of the place you are visiting?

Check your own spelling, punctuation and handwriting carefully.



4. Your teacher or friend will dictate this paragraph.

Our leader said that he'd leave a trail of peanuts for us to follow. He further added that the trail of peanuts would lead us to a secret treasure. He then scooped the bunch of peanuts from the bench and headed for the woods. Before we could say "pop goes the weasel," we were on all fours looking for the peanuts. We really looked funny.



After you have checked your writing, write an ending for this interesting game.

Proofreading

Pupils are constantly being exhorted to "proofread your writing," yet rarely are they provided with practice in proofreading, under teacher supervision. The Canadian Spelling Program provides situations in which pupils can practise proofreading.

In order to remove a personal threat, the writing with incorrect spelling is always presented by the "feature character" of each book. In Grade 6 all writing for the proofreading exercises has purportedly been done by "Wonder Worm."

It is important, especially in the beginning, that the teacher help pupils with these exercises. Pupils should be asked first of all to read the writing. If they fail to recognize a word, they should understand that this may be a clue to a misspelling. Most, if not all, of the words used in these writings should be in pupils' reading vocabularies, and a spelling different from what they are used to seeing in reading may interrupt the reading. Pupils then recognize that the interruption is caused by the strange "look" of the word.



10. Proofread Wonder Worm's story beginning for spelling, punctuation and capitalization. All punctuation and capitalization have been left out. Rewrite the story beginning correctly.

*we crossed the stream quickly
our leader carried the basket
espeshelly carefully becaus
it held the trezure he told
our spy to walk ahead
suddenly he shoutted a warn-
ing he had spotted strange
creachers our leader stoped
he was puzzled how did they
no about this stream who had
betrayed us*

What happened next?
Finish the story.

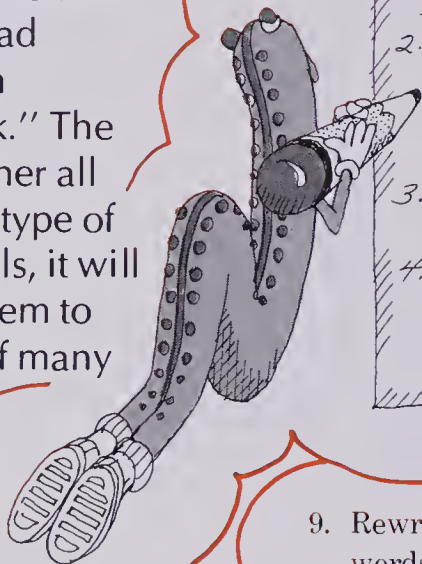
2. Wonder Worm is writing again, but has forgotten to add an ending to some of the words. Proofread Wonder Worm's paragraphs and rewrite them correctly in your book.

*We had travel the whole
day and had hope to
reach her house by night.
We were hungry and tire,
but it was most the
heat that made us
irritable. We had pass
many farm and village.
"You were suppos to have
study the map", complain
my mother. "Now we are
lost."*

Proofread your work for spelling and punctuation.

Pupils should examine each misspelled word carefully (as they do with their own misspellings on the pretests). The word should then be written with the correct spelling on the chalkboard and in pupils' exercise books.

Often the exercise directions will instruct pupils to "Proofread the sentences. Write them correctly in your notebook." The teacher must decide whether all pupils will profit from this type of "copying." For some pupils, it will be beneficial in helping them to "overlearn" the spelling of many often-used words.



5. Rewrite Wonder Worm's sentences correctly in your book.

1. The passangers reelized that the tire had to be repaired.
2. She was intrested in the report but could not undrstand the misterious coode.
3. The plan to solve the mistrey was stuped.
4. Luckilly the rare stamps were still lying on the table.

9. Rewrite these sentences and replace the underlined words with list words that are *antonyms* (words of opposite meaning).

1. The concert began just as I left the room.
2. The closing sale will begin next week.
3. She had a serious look on her face.
4. I was slow to catch on.

Word Meaning

Many exercises in "Extending Your Spelling Skills" relate to word meaning. The emphasis may be on the meaning of words individually or words in sentences.

The exercises may ask pupils to write a list word that fits the meaning of a sentence, or to put scrambled words in correct sentence order, or to fit a word to its meaning.

4. Read these pairs of sentences. What is the meaning of each underlined word? Notice the way each underlined word is used.

Come and sit beside me.

Others came to the party besides our club members.

Don't lose the ring because it's not mine.

I let the dog loose at night.

If you're not sure of the meaning of the underlined words, check with the *Mini-Dictionary*. Use these words in sentences of your own.

Using the Dictionary

Beginning in Grade 4, lessons in using the dictionary are introduced. These short lessons serve to remind pupils of features of a dictionary that aid them in their writing.

Pupils are reminded what entry words are, how word pronunciations are given, how to use the dictionary for word meaning.

Of course, these lessons are very short in a spelling book. They in no way constitute a complete program in teaching the dictionary. Teachers will supplement these with many other lessons and opportunities for using the dictionary.

In Grade 5 a pronunciation key and dictionary homographs are introduced.

A “Mini-Dictionary” is included at the back of each book in Grades 4-8. Most of the list words are included, and some additional words that are used in specific exercises. Pupils should be encouraged to use the *Mini-Dictionary* to check the meanings of unfamiliar list words, to check pronunciations and syllabication, and so on.

In Grade 5 a chart of *Common Spellings of English Sounds* is included at the back of the book.

1. A dictionary helps us to find *meanings* and *pronunciations* of words. It also helps us to find out the *spelling* of a word.

Suppose you wanted to write this sentence and weren't sure how to spell the word written in pronunciation symbols. What could you do?

We had a good time in the (jim).

Think of the different ways in which the consonant and vowel sounds in a word can be spelled. This can help you imagine the spelling of the word. Then check your letter combinations with a dictionary until you find the word.

You may ask yourself some questions.

Does (jim) begin with the letters **ji**? Look under **ji** in the dictionary. If it is not there, think what other letter, besides **j**, can be used to spell /j/.

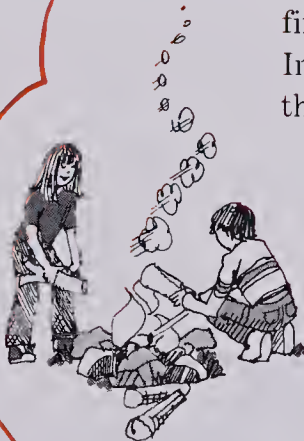
What other letter, besides **i**, can be used to spell /i/?

If you can't remember what other letter (besides **j**) spells /j/, look in the chart on *Common Spellings of English Sounds* on pages 160—161.

How might you locate this word—(nok)?

To find a word in a dictionary, you must know at least the first two letters.

12. Use the *Mini-Dictionary* at the back of the book to find the meaning of the underlined words. In your notebook, write each word and the number of the dictionary meaning that fits the sentence.



1. We fed logs to the campfire.
2. I astonished him with my playful remark.
3. She was wearing a fawn gown.
4. The beautiful weather invited us to take a walk.
5. She has a quick temper.
6. He covers four hundred kilometres in one day.
7. The bird wings its way to the south in winter.
8. The children will hardly come for practice in this bad weather.
9. You should be counting yourself lucky to be alive.
10. Grain is stored in the elevator.

Extending Generalizations

Pupils need to recognize that they can spell many more words than those in the spelling lists.

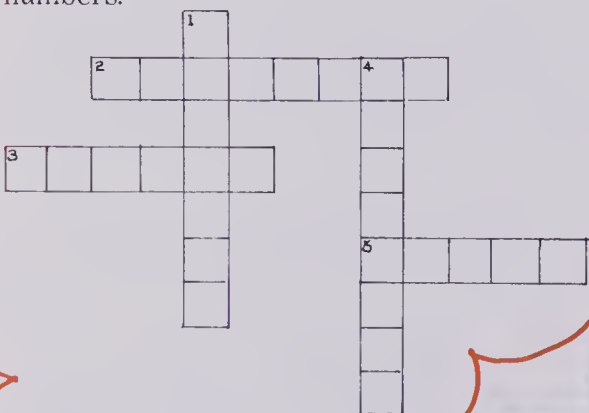
Exercises in "Extending Your Spelling Skills" help pupils to use spelling generalizations in writing "new" words.

Puzzles and Fun-type Activities

These activities are included to add variety and to extend and enrich pupils' vocabulary and writing skills.

All pupils, including those who spend more time on "Study Helps," should have the opportunity to complete these "fun" activities. Many of them are suitable for group discussion or pupil-team activity.

6. Complete this crossword puzzle with number words. Write the answers in your book using the puzzle numbers.



1. the number before seventeen
2. an "unlucky" number
3. $30 \times 3 =$ _____
4. $3 \times 6 =$ _____
5. seventh, eighth, ninth, _____

1. See how many words you can write by using the letter(s) and the sound given in each small box together with one or more letters from the larger box. In writing each word, each letter in the larger box may be used only once. Check your spelling with a dictionary.

/k/	ck
a	c
t	e
r	u

/s/	c
t	n
r	a
	u

/ch/	ch
a	e
i	n
p	k

3. In 1563, an Italian scientist named Porta published a book of codes. Here is a simple example:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

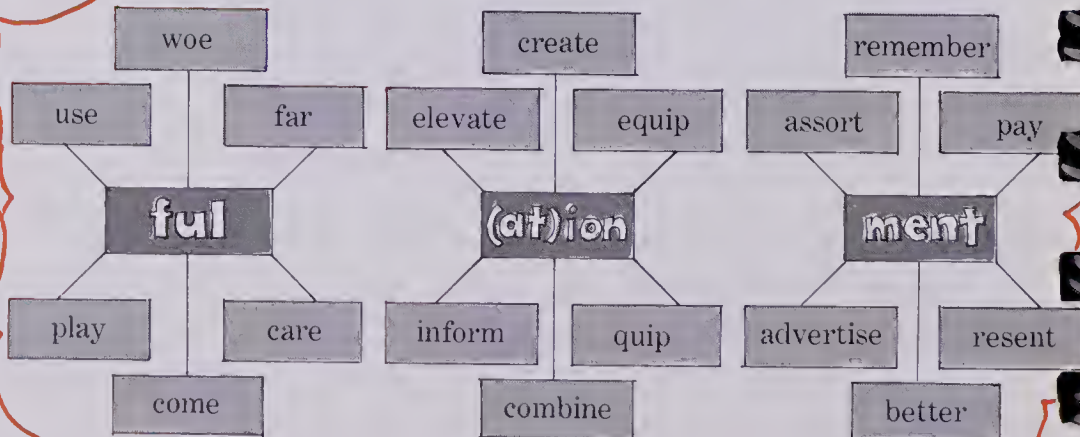
Do you see how the code is made up?

To encode, you substitute for each letter in your message the corresponding letter above it or below it; thus A is replaced by N, O by B, C by P and so on.

Decode this message and write it in your notebook. You will have to recombine the letters to form the words properly.

FXNGV ATZRR GVATP UNATR QGBFV
KZBAQ NLCYN AFSVA NYYLE RNQL

2. Write as many words as you can by joining the base words with the suffixes in the boxes. Be careful—the suffix might not fit every word!



Unit Test

This is the final step in the instructional sequence — the culmination of the unit. It is a positive reinforcement for pupils who spelled the words correctly on the pretest as well as an accountability measure for pupils who misspelled words and have spent time studying the problem words.

1. The total unit word list should be dictated to *all* pupils regardless of the number of words they had correct on the pretest.
It is recommended that the words be dictated in a different order from the list in the book, which was the order used in the pretest.
2. Pupils should mark their own tests, as in the pretest procedure.
Depending on the maturity and skill of the students, the self-correction can be done by writing a word at a time on the chalkboard, by spelling each word orally, or by having pupils use the word lists in their own books.
3. Teachers should supervise the self-correction closely, not only to ensure that pupils are not overlooking their own errors, but to observe and note the kinds of errors pupils are still making.
This diagnosis helps the teacher to give special help to individual pupils or to create small special-help groups.
4. Pupils should record the unit test score on “My Progress Chart,” in their Spelling Record booklets. (See page 15.)
5. Words misspelled on the unit test should be recorded on the page “My Problem Words” in *My Spelling Record* books or in a special section of the pupil’s notebook. These words become the focus for special study and testing in the *Looking Back* units.

LOOKING BACK

Each sixth unit in the pupil books is a review unit.

1. Review units help pupils to:
 - recall and review the major learnings of the previous five units.
 - reassess their spelling achievement in the previous five units.
 - restudy words that caused special problems in the previous five units.
2. *All* pupils should study the *Looking Back* units, even though some had little difficulty with the words in the regular units. There are two reasons for this recommendation:
 - The regular units require pupils to look at only a few words; for long-term retention of spelling, it is important that pupils work with a longer list periodically.
 - For long-term retention, a skill must be “overlearned”; these *Looking Back* units provide the practice necessary for over-learning.
3. In the *Looking Back* units, pupils are given another opportunity to restudy their problem words. They are reminded again to use the five-step study method with these words.
4. Although no test is specifically called for in the pupil book, many teachers will want to give a review test on the words of the previous five units.

If this plan is followed, it is recommended that the teacher choose only a representative sampling of the words from the units. It is unwise to subject young children to a test of fifty or sixty words.
5. Review tests should be used as achievement reinforcement for the students and as diagnostic tools for the teacher.

Teachers will likely want to correct this review test themselves, to see exactly where individual pupils continue to have problems. Such problem areas should be treated immediately with reteaching and extra practice. This will again reassure pupils that tests serve as learning experiences rather than threatening ones.

Special Units

In Grade 6 four special units are included:

Mathematics Words

Science Words

Geography Words

Social Studies Words

These units can be completed at any time. They may be completed independently by students individually or in pairs. They may serve as models for collecting and studying words that relate to particular topics or curriculum areas.

Many teachers have helped pupils to become conscious of words in all subject areas (and the importance of learning to spell them correctly) by encouraging pupils to keep special notebooks with sections designated as Math Words, Social Studies Words, Science Words, Fun Words, and so on. Pupils then use these notebooks not only as references for spelling but as a sort of "Thesaurus" to find words they need to use in their writing.



Social Studies Words

constitution	parliament	customs	monarchy
inhabitants	senate	temperate	agriculture
responsibility	municipality	feudal	commerce
voyageur	federal	multicultural	consumer

1. Complete these sentences with list words:

- Canada is a _____ country and enjoys the different traditions and _____ of her people.
- The Canadian _____ is made up of the _____ and the House of Commons.
- Britain is a _____.
- Much of Canada lies in the North _____ Zone.
- Keeping house is my _____.
- The founder of the club drew up a _____ for its members.
- The _____ of the town voiced their objections.
- The _____ government of Canada is located in Ottawa.
- A _____ system is one in which lords owned all the land and peasants worked for them.



Geography Words

longitude	eclipse	hemisphere	oasis
latitude	rotation	reservoir	strait
altitude	revolution	density	tundra
elevation	meridian	climate	barometer

1. Say the word *latitude*.

Write it in syllables.

Say and write the other two list words that have the same final syllable.

30

THE TEACHER'S EDITION

A Teacher's Edition is provided for each pupil book in *The Canadian Spelling Program*.

The Teacher's Edition contains

- an overview of the program in the Introduction.
- reduced pupil pages with answers to the exercises. The answers are in a second color for the teacher's convenience.
- a statement of the general and particular objectives for each unit.
- a variety of general and specific teaching suggestions for each unit.

These teaching suggestions are not intended to be exhaustive; they are included as *suggestions* or as *extra information* to be used by the teacher in planning teaching strategy.

Unit 1

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review the short vowel sounds and their regular spelling patterns: /a/ — a(cat); /e/ — e(pet); /i/ — i(bit); /o/ — o(ot); /u/ — u(but).
- To review the following consonant sounds and their various spelling patterns: /s/ — s, ss; /z/ — z (visit); /ng/ — ng.
- To review the following concepts as aids to spelling: consonant blend, double consonant, syllable, base word and ending, stress, sound symbols and dictionary pronunciation.

Pretest

For general information concerning the pretest, see page 13 of the Introduction. See also pages 14-15 for suggestions for record forms that you may wish the pupils to use.

Emphasize with the pupils that the pretest is just an activity or exercise to help them identify the words they already know how to spell, and the words which they will have to study.

It is essential to reassure pupils constantly that no penalties or stigma will be attached to the results of the test. Tell pupils to do their best and that you do not expect them to know how to spell every word.

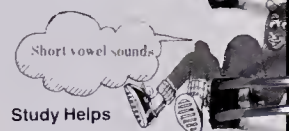
1

flat
mess ant. flat
fit sang
pot tent: mess
dug test
test then
lift when
sang lock: pot
song song
hung mug: dog
tracks hong
contest
unless
visiting /s/-s
hanging sang
address song
then tracks
when contest
test

Pretest

How many words did you get right? If you misspelled a word, look at it carefully to see where and why you misspelled it. In your spelling record, list the words that you found difficult.

6



Study Helps

1. Say and write each picture word below. Underline the letter that spells the short vowel sound. In each picture word, write the one word carefully as you write it. In each list word, circle the letter that has the same vowel sound.



2. Write the two-syllable list word in which you hear both these sounds: /a/ and /e/ (tent), /o/ and /e/ (song), /u/ and /e/ (hung).
address contest unless
3. Say and write the list word in which you hear the sound /s/.
mess unless tracks
Say the list word in which you hear /z/.
What letter spells /z/? s

4. Say the word song.
The word song ends in one syllable.
How is it spelled? ng
Say and write the list words that have the same ending.

5. Say and write the word flat.
What two sounds do you hear at the beginning?
Circle the letters that stand for these sounds.
Say and write the other list word that has the same consonant blend.
tracks

Explain to the class that during the pretest you will dictate a word, use it in a sentence, and then repeat the word. Ask pupils to listen very carefully and to wait until you have pronounced the word for a second time before they start to write.

Sentences for the pretest procedure are given for your convenience.

Dictation

Bernie's car had a flat tire.
The kitchen was a mess!
The jacket didn't fit Maria.

We need a large tent.
The two boys made an arrowhead.
Angela passed her test.
It took six people to lift the car.
The bird sang beautifully.
He sang a song.
The picture hung on the wall.
The train tracks were noisy.
They entered a mess.
Andrea can't fit in her dress.
Unless she loses weight.
Carla's aunt was visiting.
A spider web was under the ceiling.
The address was in the book.

The success of a program is dependent on the teacher's knowledge, individual teaching style, and enthusiasm in presenting that program to the students.

How to Study Your Words

You will already know how to spell some of the words in this book, but there might be some words that are hard for you. You will have to study these words carefully.

When you need to study a word, use these steps:

1. **Look** at the word, letter by letter, from beginning to end.
2. **Say** the word to yourself and listen carefully to the sounds.
3. **Cover** the word.
4. **Write** the word.
5. **Check** the spelling, letter by letter, with the word in the list.

If you make a mistake, notice where it is.

Did you leave out or add a letter? Was your pronunciation of the word clear? Did you misspell a part that has a regular or irregular spelling? Was your handwriting neat and clear?

Now do all the steps over again with the same word.

Symbols

Look at these symbols: /a/ /ē/ /ä/+/r/ /k/. Symbols like these will be used in every unit. These symbols stand for sounds. For example, the symbol /a/ stands for the vowel sound you hear at the beginning of the word **apple**.

The vowel sound /a/ is spelled with the letter a.

Read the whole of page 5 with the pupils. Tell them that they should refer to the steps in "How to Study a Word" whenever they want to learn and to remember the spelling of a word.

Be particularly careful and thorough in the explanation of the sound symbol (/ /) that will be used throughout this book. Try to ensure that pupils understand that the symbol /e/, for example, always stands for the same *spoken sound*, although it may be represented by different *written letters*, such as **e**, as in bed, or **ea**, as in bread.

Unit 1

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review the short vowel sounds and their regular spelling patterns: /a/ — a(cat); /e/ — e(pet); /i/ — i(bit); /o/ — o(lot); /u/ — u(but).
- To review the following consonant sounds and their various spelling patterns: /s/ — s, ss; /z/ — z(visit); /ng/ — ng.
- To review the following concepts as aids to spelling: consonant blend, double consonant, syllable, base word and ending, stress, sound symbols and dictionary pronunciation.

Pretest

For general information concerning the pretest, see page 13 of the Introduction. See also pages 14-15 for suggestions for record forms that you may wish the pupils to use.

Emphasize with the pupils that the pretest is just an activity or exercise to help them identify the words they already know how to spell, and the words which they will have to study.

It is essential to reassure pupils constantly that no penalties or stigma will be attached to the results of the test. Tell pupils to do their best and that you do not expect them to know how to spell every word.

1

flat

mess

fit

pot

dug

test

lift

sang

song

hung

tracks

contest

unless

visiting

hanging

address

then

when

Pretest

How many words did you get right? If you misspelled a word, look at it carefully to see where and why you misspelled it. In your spelling record, list the words that you found difficult.

6

Study Helps

- Say and write each picture word below. Underline the letter that spells the short vowel sound. Under each picture word, write the one-syllable list words that have the same short vowel sound. Say each word carefully as you write it. In each list word, circle the letter that spells the short vowel sound.



- Write the two-syllable list words in which you can hear both these sounds:
/a/ and /e/ address contest unless hanging
/o/ and /e/ song song hung visiting hanging
/u/ and /e/ flat flat flat flat
/a/ and /i/ flat flat flat flat
- Say and write the list words in which the letters ss spell /s/. mess unless address
Say the list word in which you hear /z/. visiting
What letter spells /z/? s
- Say the word song.
The word song ends in one special consonant sound.
How is it spelled? ng
Say and write the list words that have /ng/. song sang hung visiting hanging
- Say and write the word flat.
What two sounds do you hear at the beginning? fl
Circle the letters that stand for this "consonant blend."
Say and write the other list word that has an initial consonant blend. tracks

Explain to the class that during the pretest you will dictate a word, use it in a sentence, and then repeat the word. Ask pupils to listen very carefully and to wait until you have pronounced the word for a second time before they start to write.

Sentences for the pretest procedure are given for your convenience.

Dictation

Bernie's car had a flat tire.
The kitchen was a mess!
The jacket didn't fit Maria.

We need a large pot for cooking.
The two boys dug up an old Indian arrowhead.

Angela passed her driving test.
It took six people to lift the piano.
The bird sang beautifully.
He sang a song, just for us!
The picture was hung upside down.

The train tracks were rusty.
They entered a spelling contest.
Andrea cannot go to the movie unless she cleans her room.
Carla's aunt was visiting her.
A spider web was hanging from the ceiling.
The address was incorrect.

Say and write the list words that have a final consonant blend. *contest test lift*

*un•less
vis•it•ing
hang•ing
ad•dress*

6. Say the list words that have two or more syllables. Write each of them in syllables.
For example: con•test
7. Say and write the list words that have the ending *ing*. Write the base words. *visiting hanging visit hang*
8. Write the word address. Look at it. Circle the double consonant letters. *address*
Now say the word address. Notice that the vowel sounds are short.

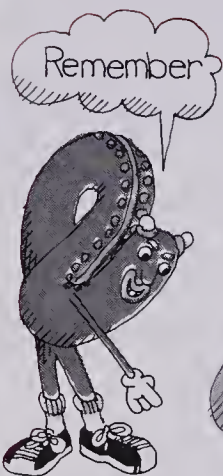
Read these two sentences. Notice the two pronunciations of *address*. How are the pronunciations different? How are the meanings different?

1. I have lost her (ad' res). *1. (ad' res) is a noun*
2. Our principal will (ə dres') us tomorrow. *2. (adres') is a verb*

9. The dictionary pronunciations of some list words are given below. Say each word. Then write each word in its regular spelling. Remember that each *symbol* in the dictionary pronunciation represents just one *sound*. In regular spelling, however, one sound may be represented by more than one letter.

For example: /m/ /e/ /s/ — (mes) = mess

(traks) *flat* (un les') *unless* (ad' res) *address*
(viz' it ing) (kon' test) (THEN) *then*
visiting contest



The short vowel sounds usually follow a regular spelling pattern.

7

Study Helps

Although designed primarily for pupils who exhibited difficulties on the pretest, these exercises in the *Study Helps* section should be completed by all pupils for the first six units. This approach will ensure that all pupils are quite familiar with the symbols, technical vocabulary, and exercise patterns that will be used throughout the book. Thus, later, they will be able to work more independently.

Review first the terms *vowel* and *consonant*, and establish clearly the distinction between *vowel sound* and *vowel letter*, and between *consonant sound* and *consonant letter*. (Refer to the explanation on page 5 of the pupil text.) Make sure that pupils understand that a letter or letters between the symbol — / / will always represent a *sound* or *sounds*.

Pupils whose native tongue is other than English, may at times have difficulty in identifying or distinguishing some sounds. Such children will need extra help and practice in auditory discrimination.

Exercise 1: If any pupils do not understand the term *short* as applied to vowels, then identifying the picture words will automatically provide the five basic short vowels.

Make sure that pupils understand the term *syllable*. Draw their attention to the structure of the picture words: all contain one vowel sound with a number of consonants.

Trina ate her lunch and then brushed her teeth.

When will your essay be finished?

As soon as you have completed the dictation, have pupils look over the words they wrote, to try to find errors in spelling or handwriting. Encourage them to say each word softly to themselves as they proofread their work.

Have pupils check their own work. (See the Introduction for the rationale for this procedure.) Write the words on the chalkboard in groups of three to begin with. Have pupils check by making a careful comparison of

the words they wrote with the ones on the chalkboard. Erase each group before you proceed to the next. Some pupils may need personal assistance in checking their words and examining their errors.

Take time to assist pupils in recording their pretest results in the suggested record books, or in a similar manner in a section of each pupil's notebook. (For detailed suggestions, please refer to the following sections of the Introduction: "Record of Spelling Errors," "How to Use the Personal Spelling Record" and "Record of Spelling Progress," pp. 13-15.)

Exercise 3: Use the spelling of /z/ to help pupils understand clearly the distinction between a sound and the letter that the sound represents.

Exercise 4: Because of the two letter spelling, pupils may be reluctant to accept /ng/ as a single sound. Discuss the use of two letters **ng** to both spell and symbolize a sound, for which we have no single letter. Tell pupils to be on the watch for more symbols that use two letters to represent one sound.

Exercise 5: Develop the idea that blends are always in the same syllable. In contest the final **st** is a blend, but not the **n** and **t** because the word breaks into syllables between them — con· test.

Make sure pupils know and understand the terms *initial*, *medial*, and *final* as applied to sounds and letters.

Exercise 7: Review, or if necessary teach, *base word* and *ending*. Be sure to emphasize that endings have no independent existence but are always combined with a base word. But note that a base word does exist independently.

Exercise 8: While dealing with double letters, review the use of a doubled consonant after a stressed short vowel. Present them with pairs of words like the following:

tapping	taping
holly	holy
dinner	diner
hopping	hoping etc.

Help them develop the generalization in their own words.

Extending Your Spelling Skills

1. Your teacher or classmate will dictate these sentences:

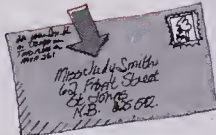
1. You will be late for the contest unless you hurry.
2. We will be visiting them when we get their new address.
3. Will you lift the pot and put it on the table?
4. The railway tracks could be seen for miles on the flat land.
5. You'll have to do your best in the test.

Proofread your sentences for spelling and punctuation.



pot

address



tracks



dug



2. Match these picture clues with list words:

3. Complete the following sentences using some of your own words and the list words in brackets. **Individual responses**

1. I will not go with you _____. (unless address)
2. The survivors' hopes were raised _____. (when song)
3. First they dug up the chest _____. (then lift)
4. One sign of the storm was _____. (hanging tracks)
5. They sang _____. (contest flat)

Proofread your sentences for spelling.

4. Write more words by changing *only* the vowel letter in each of these words.

For example: dog dig dug

bet fat sung lift moss tricks then

bet: bat bit but
fat: fit
sung: sang song sing
lift: left loft
moss: mass mess miss
tricks: tracks trucks
then: than thin

Another concept to be developed in this exercise is *stress* and how it is marked. *Stress* refers to loudness; a stressed syllable is produced with a more powerful breath pulse, and hence is louder than an unstressed syllable. Leave the question of secondary stress until it becomes necessary to deal with it.

Exercise 9: The term *dictionary pronunciations* refers to the symbols enclosed by round brackets used in a dictionary to show the pronunciation of a word. Make

sure pupils can identify the symbols. Draw their attention to (FH) as in then, another two letter symbol. Ask the pupils why they think two letters were necessary.

It is essential that pupils understand the technical terms used in the preceding exercise. They are used throughout the program to explain and elucidate various spelling devices used in English. A detailed treatment of them is not necessary, pupils need to know just enough to make the terms useful in the process of learning to spell.

5. Your friend has recently moved to another part of town. You are on your way to visit him/her in the new home when you realize that you have forgotten your friend's new address. Write three possible solutions to your problem. *Individual responses*

6. Rewrite each of these sentences and replace the underlined word(s) with a list word that is a *synonym* (word that has a similar meaning).

1. The house was built on level land. *flat*
2. The stronger man won the fight. *contest*
3. Our leader will talk to the club tomorrow. *address*
4. You have to raise your hands above your head. *lift*

7. Wonder Worm made some spelling mistakes in these sentences. Proofread Wonder Worm's sentences and rewrite them correctly in your notebook. Be sure to correct all the spelling mistakes.

Proofread your sentences for spelling.



1. We'll be visiting them when
Unless the fog lifts, you'll
2. *be late for the contests.* *contest*
3. The adres was hard
to remeber. *remember*
4. The animal left its traks
beside the stream.

Unit Test

How many words did you spell correctly on this test?
Which words gave you problems?
Be sure to record your score.

9

Extending Your Spelling Skills

Exercise 1: Review the Introduction for an explanation of the purpose of dictation exercises.

Read the sentences at normal speed and with normal intonation. Read each sentence twice, allowing time for pupils to write the complete sentence. Encourage pupils to try to write the whole of the sentence after hearing it the second time, but repeat phrases for pupils who become confused. At the beginning of the program, dictate one sentence and have pupils check it before going on to

the next sentence. This procedure provides for immediate feedback as well as closely supervised checking.

Exercises 2-6: Go over the remaining exercises orally with the whole group. Ensure that every pupil can read and understand the instructions for each exercise. Any technical term, such as *synonym* in exercise 6, should be reviewed and, if necessary, taught.

Exercise 7: Review the section in the Introduction for the rationale for proof reading exercises. It might be prudent to do all proof reading exercises orally with pupils who seem to lack this skill, or in whom it seems limited. Having pupils identify a spelling error, explain why it is wrong, and correcting it, can give insights into the pupils' areas of weakness or ignorance. Such information is invaluable in directing pupils to specific exercises in future units, or in composing remedial programs.

Unit Test

Dictate the entire list of eighteen words to all pupils regardless of the number of errors made by each individual on the pretest. The order of the words should be changed from that of the original list. It is not necessary to use each word in a sentence (except for homophones) since pupils will be familiar with these words now that they have studied them.

Ask pupils to write their words in a column in order to facilitate visual perception and self-correction.

Have each pupil check his/her own test. Use the same procedure that you used in conducting the pretest self-correction.

Help pupils to record their final results.

Unit 2

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and consolidate the sound-spelling relationships:
/ā/ — a — c — e, ai, ay; /ē/ — ee; /ēr/ — (vowel + r) — ear; /ī/ — i — c — e (dive); /īr/ — (vowel + r) — ire (fire).
- To review the concept rhyme.

Pretest

Dictation

I prefer the plain scarf.
Please save your newspapers.
We love to ice skate.
Try to win the prize.
Do you dive as well as you swim?
The lake was cold and clear.
Pack up the camping gear.
The grain is ripe.
The hens are laying eggs.
We are staying home tonight.
I enjoy sweet pastries.
That truck has twenty wheels.
The trains are on time.
We agreed with the verdict.
A vampire bat is an interesting creature.
The prisoner tried to escape.
We stayed overnight.
Don't lean against wet paint.

Conduct the self-correction using the same procedure as in Unit 1. Stress the importance of listening carefully to the sequence of sounds in each word, and of thinking about which letter(s) spell each sound. Assist pupils in the examination and diagnosis of their errors and in the recording of their pretest results.

2

plain
save
skate
prize
dive
clear
gear
grain
laying
staying
sweet
wheels
trains
agreed
vampire
escape
stayed
against

/ā/
plain
save
skate
grain
laying
staying
trains
escape
stayed
/ē/
clear
gear
sweet
wheels
agreed
/ī/
prize
dive
vampire

Pretest

How many words did you get right?
Write the words you found difficult in your spelling record.
Study these words first.

Study Helps

- Read this sentence. Listen for the long vowel sound in each underlined word.

Three brave sheep stayed by the side of the stream and ate our grain.



Say and write the words in which you hear /ā/, /ē/ and /ī/.
brave stayed ate grain; three
sheep stream, by side
Underline the letters that spell these vowel sounds.

Write the list words in which you hear /ā/, /ē/ and /ī/.
Circle the letters that spell these vowel sounds.

- Say and write the word clear.
Listen for the /ē/ + /r/ sound combination.
Which letters spell /ēr/? ear
Say and write the other list word that has /ēr/. gear
Underline the letters that spell /ēr/.
- Say and write the word that means "an imaginary creature believed to feed on blood." vampire
Listen for the vowel + r sound in the second syllable.
Notice that /īr/ is spelled with the letters ire.
- Write the base word of each of these list words:
laying lay staying stay wheels wheel
agreed agree stayed stay trains train

Study Helps

Continue to go over all the exercises in the unit with the whole group. This procedure will act as a review and consolidation of the basic sound-spelling relationships, and familiarize pupils with the various kinds of exercises they will encounter, thus enabling them to work independently in later units.

Draw pupils' attention to the use of the bar (macron) over the letters that indicate the long vowel sounds, /ā/, /ē/, and /ī/.

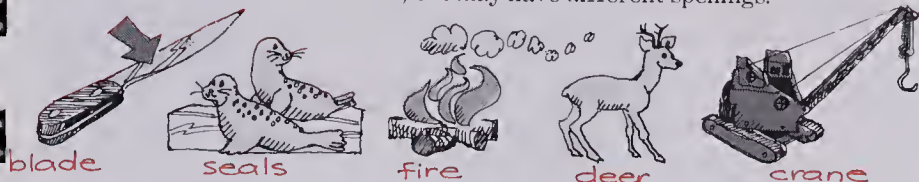
Listen as pupils say the example sentences and list words to make sure that their pronunciation is standard.

Exercise 1: Make sure that pupils can identify the precise spelling pattern for each vowel sound. For instance, some pupils may equate the **aye** combination in stayed with the **vowel-consonant-e** pattern in ate and side. Draw their attention to the structure of stayed (base word + ending) and ask how /ā/ is spelled in stay.

5. Say and write the word **escape**.
How many syllables are there? **two**
Which syllable is stressed? **second**
Look at its pronunciation: (es kâp')

Say and write the other two list words in which the second syllable is stressed. **agreed against**

6. Write list words that rhyme with these picture words.
Remember that rhyming parts have the same ending sounds, but may have different spellings.



7. Say and write the list words that have an initial consonant blend.
Circle the consonant blend letters.

8. How do you pronounce **against**?
Some people say (ə genst') and some (ə gānst').
Whichever way you say it, remember it is spelled **against**.

Remember: **against** = **again** + **st**

9. Say and write the list words in which you hear /s/.
Circle the letter that spells /s/.
Say and write the list words in which you hear /z/.
How is /z/ spelled in each of these words?

A long vowel sound can be spelled in different ways:
/ā/ pail save stayed
/ē/ clear wheels
/ī/ dive

Exercise 5: Review the concept *stress*. If there are any pupils who have problems, suggest they tap out the rhythm of the word with light and heavy taps to match the sound of the words.

Exercise 6: Rhyme is defined as "identity of sound between words extending back from the end to the last fully accented vowel and not further." This definition implies that in single syllable words, the vowel and final consonant(s), if any, must match.

In polysyllabic words, unstressed syllables do not rhyme with stressed syllables. Thus **differ** and **defer** do not rhyme, because in **differ** the stress is on the first syllable, and in **defer**, on the second; **differ** rhymes with **stiffer** and **defer** with **refer**, both words in each pair having the same stress pattern.

Exercise 8: Many words in common use have two acceptable pronunciations. No attempt should be made to "correct" a pupil's pronunciation of such a word. In some cases in which the variation has arisen, the pronunciation of the word is more consistent with its spelling. **Against** is one such word (ə genst') or (ə gānst'); another is **often**, in which an original /t/ has been reintroduced, (of' ən) or (of' tən).

Exercise 9: The spellings of /s/ and /z/ are many and varied as a result of sound changes over the centuries. The occurrence of /z/ spelled **z** is comparatively unusual. The most frequent position for /z/ spelled **s** is at the end of a word, representing either a plural marker or a verb ending.

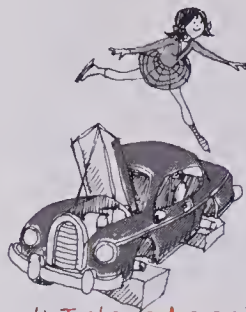
Exercises 2 and 3: The /ē/ + /r/, symbolized /ēr/ is commonly spelled **ear** and **eer** as in **dear/deer**. Pupils should note carefully which spelling is used in any /ēr/ word they encounter. The /ī/ + /r/ combination, /īr/ is generally spelled **-ire** in final positions as in the list word **vampire**.

Pupils should be alerted to these two sounds and urged to note their spelling patterns.

Exercise 4: Review *base word* and *ending*. Make sure that pupils understand quite clearly that a base word has an independent existence, an ending does not. Remind them that an ending may be a single letter like the ending **s**, as in **trains**, or a syllable like **ing** as in **staying**.

Check to make sure pupils realize that **agreed** is **agree** + **ed**, one **e** being dropped when base word and ending are combined.

Extending Your Spelling Skills



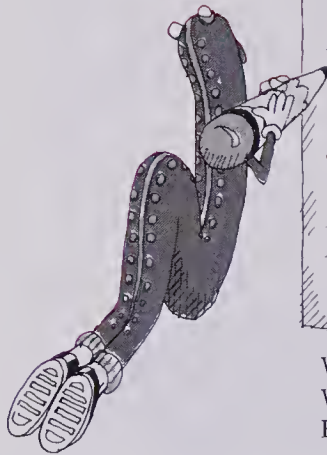
4. I stayed against my will.

1. Combine each pair of short sentences into one good sentence. *Some possible examples:*

1. I skate well. I dive well. *I skate and dive well.*
2. Did he escape? Was it on the train that just passed? *Did he escape on the train that just passed?*
3. That old car needs a new gear. That old car needs two new wheels. *That old car needs a new gear and two new wheels.*
4. I stayed. It was against my will.
5. I agreed. The prize was to be shared by all. *I agreed that the prize was to be shared by all.*

2. Wonder Worm is writing again, but has left out some words this time.

Help Wonder Worm find the missing list words and then write the sentences correctly in your book.



I was staying on my cousin's farm. It was late and dark, and we had just brought in the grain from the fields. I was taking a rest in the hayloft when I heard the sound of rumbling wheels. It sounded as though ten trains were moving very fast. Then all of a sudden, the noise stopped.

What do you think happened?

Write a few sentences to complete this story.

Be sure to proofread your work for spelling, punctuation and capitalization.

Exchange stories with your friends. *Individual responses*

12

Extending Your Spelling Skills

Exercise 1: Exercises like this one and the one that follows require pupils to use the list words in context rather than isolated in a list.

Exercise 2: This type of exercise that uses a passage for completion or proofreading as a basis for the pupils' writing, occurs throughout the program. For the rationale for such exercises see page 23 of the Introduction. For some pupils, time for the writing may have to be provided in another period. If such an arrangement is not possible, at least the first part of the exercise should be completed.

Exercise 5: Be sure that pupils understand that all the substitute words must be list words, and that their meaning need not be identical with the underlined word, but close enough to make sense in the context.



3. Complete each of these words with vowel letters that will spell a long vowel sound.

escape alive prize
 plain wheat clear
 greet cheap skate
 breed drape pride

4. A word may be used in different ways or even have two different meanings.

For example: The sky was clear when they began to clear the bush.

What are the meanings of clear in the above sentence?

1. clear - free from clouds. 2. make clear and free

Use each of the following words twice in one sentence to show different uses or meanings. If you're not sure of the different meanings of a word, consult the

Mini-Dictionary.

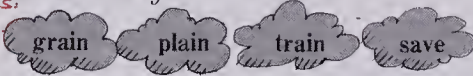
4. Some possible responses:

It goes against the grain to eat whole grain bread.

It is plain the plain is not flat.

I can train my dog to pull the toy train.

If you save your money it will save you from poverty.



5. Rewrite each sentence by replacing each underlined word with a list word of similar meaning. If you're not sure of the meaning of the underlined words, check with a dictionary.

- agreed 1. They consented to take part in the contest.
 escape 2. "Fly, my friend, before it's too late," I shouted.
 clear 3. The water was as transparent as the air, so that we could see the sand at the bottom.
 save 4. He tried to rescue the drowning man.
 prize 5. I value your suggestions very much.

Unit Test

How many words did you get right?

Did you misspell any words on the Pretest as well as on the Unit Test?

List the words you found difficult in your spelling record.

Be sure to record your score.

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Unit Test

Encourage pupils to listen carefully as you dictate each word, and to say the word softly to themselves.

Self-correction may be done by consulting the list words in the book, but should be supervised to ensure that the checking is thorough and complete.

Have pupils compare their pretest results with the unit test results. If some pupils have the same error(s) on both tests, provide special help with the particular words(s). Try to determine whether the error has persisted because of (a) faulty or careless pronunciation; (b) inability to hear the sequence of sounds; (c) lack of knowledge of a sound-symbol relationship; or (d) failure to study the word.

Unit 3

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objective

- To review the following sound-spelling relationships: /ā/ — a — c — e, ai; /ē/ — ea (sea), y (foamy); /ō/ — o — c — e (code), oa (goat); vowel + r /ôr/ — oar (board); /j/ — j (joke).

Pretest

Dictation

That dog has stolen my sock!
I awoke to a beautiful day.
The message was in code.
That was a good joke on me!
I felt badly about losing the tennis match.
My uncle has a red beard.
Her hobby is wood carving.
We keep a goat for milking.
Did you burn your toast?
It's fun to go sailing.
We bought a case of pop.
My kitten has fuzzy fur!
We must study for our exams.
That hen laid three eggs.
Lunch is my favorite meal.
Have you paid for your hot dog?
Nina waited for an hour.
Is that your new skate board?

3

stolen
awoke
code
joke
badly
beard
hobby
goat
toast
sailing
case
fuzzy
study
laid
meal
paid
waited
board

wrote boat
slow foamy

sea
eager
Terry
restless
foam

sailing
waited
laid paid

Pretest

How many words did you spell correctly?
Where did you make your mistakes?
Write these words in your spelling record.
Study them carefully.

Study Helps

- Read the following verse.

The letter I wrote
Took a slow boat
On the foamy sea,
While eager Terry
Waited restlessly.



Say and write the words in which you hear /ō/.
Underline the letters that spell /ō/.

Say and write the words in which you hear /ē/.
Circle the letter or letters that spell /ē/.

Say and write the word in which you hear both /ō/ and /ē/. foamy

- Copy this chart in your book. Write the list words under the correct headings.

/ā/	/ē/	/ō/
ai a - e	ea y	oa o - e

case beard badly goat stolen
meal hobby toast awake joke
goat toast board

- Say and write all the list words that have the letters oa. board

In which word do the letters oa not represent /ō/? board

Say and write the word board.

What vowel + r sound combination do you hear? /ôr/

We show the vowel + r sound in board like this: /ôr/

Underline the letters that spell /ôr/. board

Look at these words and notice that /ôr/ may be spelled or, oar or ore.

cord born oar roar sore tore

Study Helps

Exercise 1: If the final syllable in words ending in y is stressed, the sound is clearly /ē/, but if it is unstressed as in foamy and restlessly, is is weakened and slightly modified. However, for purposes of learning to spell the sound, it is treated as if it were /ē/, and spelled y.

Exercise 2: Note that in beard, the vowel + r is the combination /ē/ + r symbolized /ôr/ and spelled ear. Warn pupils to pay particular attention to the marks over the

vowel sound so that they do not confuse /ē/ with /è/.

Exercise 3: Draw pupils' attention to the circumflex over the o in /ôr/.

Exercise 4: It might be useful to point out to pupils that the spelling of endings, unlike that of base words, is extremely regular. Changes that occur when endings are added to a base word, occur in the base word only.

4. Say and write the list word that has the ending *ing*.

Underline the base word. sailing

Say and write the list word that has the ending *ed*.

Circle the base word. waited

5. Write a list word that is another form of each of these words:

stolen
steal

fuzzy
fuzz

paid
pay

awake

lay

bad

awoke

laid

badly

6. Say and write the word *joke*.

What is the beginning consonant sound? /j/

How is it spelled? j

What letter spells /k/? k

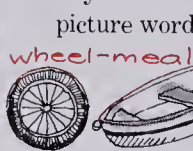
Say and write another list word in which *k* spells /k/. awoke

Say and write the list words in which *c* spells /k/. code
case

7. Say and write a list word that rhymes with each picture word.



road-code



wheel-meal



boat-goat



lace-case



laid-paid

8. Say and write the list words that have a double consonant. Circle the double consonant letters. hobby
fuzzy

9. Say and write the two-syllable list words in which you can hear both these vowel sounds:

/o/ and /ē/ hobby

/ā/ and /i/ sailing

/a/ and /ē/ badly

/u/ and /ē/ study fuzzy

The long vowel sounds can be spelled in different ways:

/ā/ - sailing

case

/ē/ - meal

fuzzy

/ō/ - goat

joke

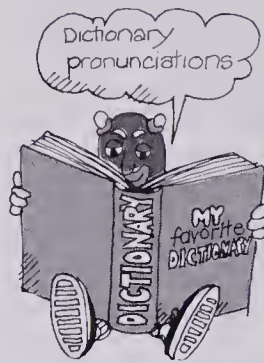
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Exercise 5: The pair awake/awoke illustrates the feature that marks the so-called "strong verbs," i.e., the change of vowel in past forms replacing the **ed** ending of past forms in weak verbs. Stolen, another strong verb, shows past tense with a change of vowel and in addition, the participle ending **en**. Pupils should be advised to look out for similar verbs; for example: drive/ drove/ driven; freeze/ froze/ frozen; write / wrote/written. Paid and laid, like said, are derived from pay + ed, lay + ed, and say + ed.

Exercise 6: Note that /j/ may be spelled **j** or **g**. The letter **j** is used before all vowels (jag, jet, jig, jog, jug) almost exclusively in the initial position; medially it occurs in major, banjo, injury and a few more words; finally, it occurs only in raj.

The spelling of /k/ in the combination, **vowel-/k/-e**, will nearly always be **k**, since **ce** is used to spell /s/. An initial /k/ before **a, o, u** is spelled **c**, except for kail and words of foreign origin like kan-garoo, koala, (both native Australian) and kudu.

Exercise 7: Have pupils check the length of vowels before a double consonant so that they can establish the generalization that a short vowel is followed by a double consonant.



code (kōd) 1 a collection of the laws of a country. 2 any set of rules: A traffic code contains rules for driving *n*.

hob-by (hob'ē) something a person especially likes to work at or to study but which is not his main business: Growing roses is our doctor's hobby. *n*.

hat, āge, fār; let, ēqual, tērm; it, ice, hot, ōpen, ōrder; oil, out, cup, pūt, rŭle, ābove, takān, pencāl, lemān, circas
ch, child; ng, long; sh, ship
th, thin; th, then; zh, measure

Extending Your Spelling Skills

1. A dictionary helps you to find out how to *pronounce* words. The *pronunciation* is given in brackets immediately after the entry word.

Look at the dictionary entries on the left. Notice that in the pronunciations, symbols are used to show *sounds represented by letters*. Each sound in a word has its own symbol, and that sound is always shown by the same pronunciation symbol. In regular spelling, however, one sound may be represented by more than one letter.

For example: /b/ /ē/ /r/ /d/ — (bērd) = beard
(kōd) (hobē)
Write the pronunciation symbols for code and hobby. How are the pronunciations different from regular spelling?

In all dictionaries, all the symbols used in pronunciations are given in a pronunciation key. The complete pronunciation key is usually given at the beginning of the dictionary. But a short pronunciation key is given at least on every other page. When you're not sure what a pronunciation symbol stands for, look at the pronunciation key.

2. All vowel letters including *y* have been omitted from the words in these sentences. Rewrite each sentence with the complete words.



1. Someone has stolen our surf board.
2. We were waiting to go sailing.
3. They could smell toast when they awake.
4. The case of the missing goat was easy to solve.

16

Extending Your Spelling Skills

Exercise 1: In this, as in other dictionary skill exercises, a topic is introduced, in this case "Dictionary Pronunciations." Because the ability to use a dictionary efficiently is one of the fundamental aspects of language study, pupils should be given much more exposure to pronunciation symbols than is possible here.

If pupils are given the task of finding the pronunciation of new words that they encounter in their reading, they will have to use the pronunciation key and will soon be familiar with all the symbols.

Exercise 3: All pupils should attempt this proofreading. Warn them to check what they write for errors in copying.

Allow pupils to complete the work, then check it together. You could have individual pupils write their sentences on the chalkboard, have others proofread them, discuss them and finally produce a correct version. Watch for pupils whose spelling insecurity caused them to add letters to words correctly spelled in the exercise. Their problems could be more a matter of confidence than anything else.

Exercise 4: Make sure pupils understand that it is the last consonant only that is to be changed; thus case, cane are acceptable, but not cost.

3. Proofread Wonder Worm's sentences to see whether some letters have been left out. Rewrite the sentences correctly and underline the words to which you added one or more letters.



1 My ^{stolen} bicycle was ~~stole~~.
 2 We ^{paid} ~~pad~~ three ^{dollars} ~~dollar~~ for ^{peaches} ~~peache~~.
 3 ^{They} ~~The~~ were ^{waiting} ~~waitin~~ for us when we ^{awoke} ~~awok~~.
 4 The letter was ^{code} ~~writn~~ in ^{cool} ~~cod~~.
 5 Our old ^{goat} ~~got~~ ate all the scraps of ^{toast} ~~tost~~.

Some examples:

case: cage cake
 came cane cape
 care cave

paid: pail pain pair

goat: goad goal

code: coke cone
 cope core cove

bad: bag ban
 bat

4. How many words can you spell by changing only the final consonant letter in these words?

Remember not to change the vowel letter(s) or the vowel sound.

case paid goat code bad

5. Complete each rhyme with a line of your own.

She gave him a poke
 _____ And thought it
 _____ a joke.
 What a boast
 _____ To eat all the
 _____ toast.
 We fixed the wheel
 _____ Then had our
 _____ meal.
 He looks weird
 _____ In his fuzzy
 _____ beard.

Unit Test

How did you do on this test?

Did you misspell a word on both the Pretest and the Unit Test? Be sure to record your score.

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Unit Test

Exercise 5: Tell pupils that all the rhyming words they need can be found among the list words. Make arrangements for pupils to share their completed rhymes.

Continue to dictate all the words to all pupils. The use of context is optional. Give pupils time to re-read, rethink and proofread their words before you conduct the self-correction. Supervise the marking to see that pupils do not overlook errors.

Have pupils compare their unit test results with those of the pretest. This comparison should include an observation of the kind of error the pupils made. Pupils should record their final scores and problem words on their individual charts.

Check to see whether pupils are still making errors in the spelling patterns so far studied. If errors occur, give extra help with hearing and saying the sounds and associating them with the appropriate letters.

Unit 4

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and consolidate the following sounds and their spelling patterns: /är/ — **ar** (car); /ër/ — **ir** (dirty), **ur** (turn); /ôr/ — **or** (for).
- To review the concept compound word.

Pretest

Dictation

Remember to say the underlined word first, read the sentence, and then say the word again. Remind pupils to wait until you have said the word a second time before writing it.

Phil wants to join the army.

Forty students entered the math contest.

The dirty was ground into the carpet.

Children playing in mud get dirty.
We burn paper logs in our fireplace.

I saw the burning building.

They are forever talking!

She hated cigarette smoke!

He hoped the hunters would not find the deer.

Do you enjoy eating lobsters?

The ball players had a good game.

I like peanut butter sandwiches.

We are moving to a new apartment.

They told us to come forward.

My shirt needs ironing.

This milk is turning sour.

4

army
forty
dirt
dirty
burn
burning
forever
hated
hunters
lobsters
players
butter
apartment
forward
shirt
turning
surprise
buried

vowel + r sound

army
forty
dirt
dirty
burn
burning
forever
hunters
lobsters
players
butter
apartment
forward
shirt
turning
surprise

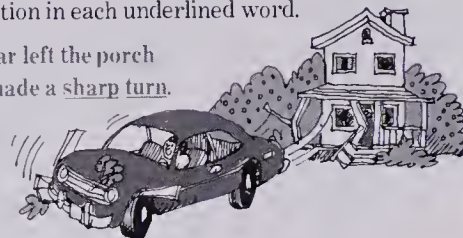
Pretest

How many words did you spell correctly?
Which words did you find difficult? Why?
Write the words you found difficult in your spelling record.

Study Helps

1. Read this sentence and listen for the vowel + r sound combination in each underlined word.

The car left the porch and made a sharp turn.



Say and write the words in which you hear /är/. car sharp

Say and write the word in which you hear /ër/. turn

Say and write the word in which you hear /ôr/. porch

In each of these words, circle the letters that spell the vowel + r sound combination.

Say and write the list words that have the vowel + r sound combination.

In each of these words, circle the letters that spell the vowel + r sound combination.

2. Say and write the list words that have a final /ë/. army
Which letter spells the final /ë/? y forty dirty

3. Write the plural form of each of these words:
hunters lobsters players
hunter lobster player

Which letter did you add to each of these words to write the plural form? s

4. Say and write the list words that have a consonant blend. hunters lobsters players apartment
Circle the consonant blend letters. surprise

Carl is giving his friend a surprise party.

The pirate was digging for buried treasure.

Continue to assist pupils not only in finding their spelling errors, but also in diagnosing the cause of the error and in recording these results.

Study Helps

Exercise 1: The sound /är/ as in car may vary locally but, whatever its form may be, what is important is that it should be associated with the letters **ar**. Make sure that in this, as in other symbols, the diacritical mark is clearly perceived.

Review /ôr/ spelled **oar** and identify the alternative spelling or as in forty. Draw pupils' attention to the unexpected omission of the **u** in forty (compare four, fourteen).

The sound /ër/ may be spelled **er**, **ir** or **ur**. The ending **er** occurs frequently in unstressed syllables,

5. In words of two or more syllables, one syllable is pronounced with more *force* or *stress* than the other syllables.

Say and write the list words that have two or more syllables. *ar'my forty dirt'ly burn'ing (fore'ever) hat'ed hunt'ers lob'sters play'ers butt'er*

Say each word carefully and put in the stress symbol after the stressed syllable. *(a part'ment) for'ward turn'ing (sur'prise) bur'ied*

Circle the words that were stressed on the second syllable.

6. Say and write the word *forever*.

How many base words are there? *two*

Say and write each base word separately. Now join them. *for ever forever*

What do you call this kind of word? *compound*

7. Add the ending *ed* to each of these base words:

hated buried
hate bury

What did you have to do when you added *ed* to a base word that ends in *e*? that ends in *y*?

Drop the final e. Change the y to i.
Say and write the list words that have the ending *ing*.

Write the base word of each. *burning turning burn turn*

8. Say and write the word *buried*.

Say the word again carefully.

Use the LOOK SAY COVER WRITE CHECK method to help you spell this word.



Special sounds made up of a vowel + *r* occur in many words. All vowel letters appear in the spelling of these special sounds, as in:

army forty dirt burn butter

Words of more than one syllable usually have one syllable that is *stressed* more than the others. This is shown with a *stress symbol* as in (*fôr' tē*).

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Exercise 6: If any pupils are encountering the concept *compound word* for the first time, give them further work on it. Stress that the parts of a compound word have an individual existence, *outside*, *blackbird*, *chalkboard*, etc.; also that they may be joined together to make one word (*swimsuit*), remain as two words (*ski instructor*), or be hyphenated (*make-up*). Suggest that pupils look out for compound words and observe how they are printed.

It is essential, also, to distinguish the compound word from the base word + ending. Present pupils with a number of pairs, such as:

swimsuit	swimming
playground	players
hunter	hunter
turnover	turned

Demonstrate that the endings are never used by themselves and thus do not constitute a separate word; they are always used with a base word.

Finally, give pupils a mixture of the two kinds of words to sort out and label, such as: *potluck*, *mess hall*, *fitted*, *singsong*, *visting*, *day-break*, *frosting*, *drydock*, *lovely*, *fearful*, *bloodstain*.

Exercise 7: While you are reviewing changes in the base word when adding *ing* and *ed* you could add a verb like *fit* that doubles its final consonant in these circumstances.

Exercise 8: Point out that *bury* and *burial* are very odd; they are the only words in which /èr/ is spelled *ur*.

where the dictionary indicates it as /ər/. When words are spoken in isolation, it is often difficult to distinguish the stressed /èr/, as in *dirty*, from the unstressed /ər/, as in *hunters*. At this point you may not wish to distinguish the two sounds since they share the same spelling pattern *er*. When pupils are more experienced in detecting differences in stress, it might be useful to make the distinction and so accord with the dictionary pronunciation symbols.

Exercise 5: You could introduce this exercise by reviewing the work done in Unit 2. Now you could show the differences between *differ* (dif' ə) and *defer* (di fèr'). Make sure pupils know how to write the stress symbol.

Extending Your Spelling Skills

1. Rewrite this paragraph by completing the words with letters that spell a vowel + r sound combination. Say the words carefully, and think which vowel letter will come before r.

3. /ër/ /ər/
 burn forward
 squirt teacher
 skirt sailor
 firm butter
 church surprise
 hurt
 fern /är/
 dirt apartment
 turn army
 /ôr/ party
 forty
 board
 forward

There were forty miles of dirt road beforewe would reach our apartment. It seemed to take forever. When we arrived, my shirt was dirty and my face was burning. However, I rushed forward to get to the apartment before the rest of the players arrived.

Proofread your work. If you're not sure about the spelling of some words, check with a dictionary.

2. Unscramble these letters to write list words.

surprise
 army
 dirty
 turning

rrssieup ytrof
 yrma drawrof
 tridy veerrof
 nnirtgu seolbrts

forty
 forward
 forever
 lobsters

3. Copy these headings in your notebook and write each of the following words in the appropriate column.



/ër/	/ər/	/är/	/ôr/
------	------	------	------

firm	hurt	shirt	forty	army
dirt	forward	turn	church	sailor
party	squirt	apartment	board	surprise
fern	buried	burn	teacher	butter

Write the word that didn't belong in any of the columns. buried

Write the word that belonged to two columns. forward

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Extending Your Spelling Skills

Exercise 1: All the words in this exercise except one, before, is a list word. You could either write before on the chalkboard, or have pupils check its spelling in a dictionary. However, be sure to draw their attention to the ore spelling of /ôr/.

Remind pupils to proofread their writing for mistakes in copying from the book.

Exercise 2: Allow pupils to write the letters on small squares of paper so that they can try several rearrangements, if necessary, to find the scrambled word.

Exercise 3: You could accept words like butter in the /ër/ column or in the column headed /ər/.

You could extend the exercise by having pupils examine the spellings in each column and then formulate a generalization covering the various spelling patterns for each sound.



4. Do you know the Picket Fence code?

Let us suppose your message is this:

MEET ME AT SIX

To encode (or write) your message, write it on two lines with every other letter on the lower line like this:

M E M A S X
E T E T I J

You will notice that an extra letter has been added to the bottom line; this is done to keep the lines even.

Write the whole of the top line followed by the whole of the second line. Your message now looks like this:

MEMASXETETIJ

To decode (or read), divide the message exactly in half. Write the first half on one line and the second half underneath it on a lower line. Now take letters from the top and bottom lines alternately starting at the top.

Here is a message to decode.

MVFRADOTMLSEOEUNNITDRRAPSWRLBT
ROEOWRFRYIEBFRTTRIGNOITODASODSSES

5. Say and write the list words that use the letter combinations below to spell the vowel + r sounds.

ar or ir ur er

6. Write some words that rhyme with these words:

shirt turn part for

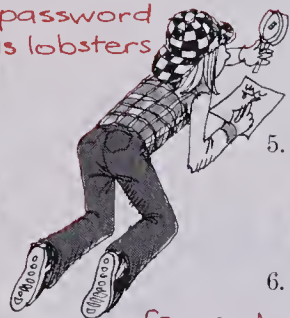
Unit Test

Compare your Pretest results with the Unit Test results.

Were there any words you misspelled on both tests? If there were, be sure to record them.

Record your score.

Move forward forty miles before turning into dirt road
password is lobsters



ar: army apartment
or: forty forever forward
ir: dirty dirt shirt
ur: burn burning turning surprise buried
er: forever hunters lobsters players butter

flirt burn cart core
churn heart bore

Unit Test

Dictate all the list words to all pupils in a sequence that differs from that of the word list. Give them time to proofread their words before you conduct the self-correction.

Help them to record their scores, to diagnose the cause(s) of their error(s), and to record problem words on their charts.

Find out which pupils misspelled vowel + r words on both tests and try to find the cause of the peristent error. Have them group problem words with words they know, into phrases such as, "thirty dirty shirts" or "turn before you burn" and so on.

Exercise 4: The process of encoding and decoding requires pupils to pay attention to words letter by letter, an essential process in learning to spell. When reading, pupils may recognize a word by its general shape, helped out by contextual clues; but when spelling, they must know every letter in order.

Exercises 5 and 6: Again, remind pupils to pay attention to the sound-spelling relationship in each word.

Unit 5

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and consolidate the concept *double consonant*.
- To use this concept as an aid to spelling.

Pretest

Dictation

I'm sure this is a winning team.
 The girl tripped on her shoe lace.
 This tunnel goes under the river.
 Josie filled the jar with candies.
 All the dog's collars are too tight.
 I've broken my glasses!
 We have a cottage in the mountains.
 They dragged the cannon up the hill.
 Many of our lakes are polluted.
 The bank robbers were caught.
 We sharpened our ice skates before the game.
 I enjoy getting letters.
 He slammed the door in anger.
 Oil pollution is killing our water fowl.
 The ocean waves were gigantic.
 We went hiking in the Laurentians.
Supper is my favorite meal.
 The monkey grabbed a bunch of bananas.

5

winning
 tripped
 tunnel
 filled
 collars
 glasses
 cottage
 dragged
 lakes
 robbers
 skates
 letters
 slammed
 killing
 waves
 hiking
 supper
 grabbed

Pretest

How many words did you spell correctly?
 If you made an error, find out what kind of error you made.
 Write the words you found difficult in your spelling record.

22

Study Helps

- Read the sentence below.
 Listen for the short vowel sounds in the underlined words.

What happened to the paper message in the tiny bottle?



How many syllables do you hear in each underlined word? two

Is the vowel sound short or long in the first syllable? short

What do you notice about the spelling of the consonant sound that follows each short vowel sound in the first syllable? It is a double consonant.

For example: (mes' ij)—message

Say and write the list words that have the double consonant spelling pattern.

In each of these words, underline the short vowel sound and circle the double consonant letters.

- Match each base word with an ending to spell a list word

Base word	Ending
hike	glass
fill	slam
skate	lake
win	drag
grab	collar
wave	trip

Did you remember to double the final consonant in some base words before adding the ending?

Study Helps

Exercise 1: You could have pupils identify words that have short vowels and those that have long vowels in the example sentence, recording the findings thus:

<u>short vowel</u>	<u>long vowel</u>
happened	paper
message	tiny
bottle	

If they now examine the spelling of the consonant following each vowel, the significance of the spelling becomes apparent. Note that the generalization only applies to stressed syllables; consider, for example, beginning, all

the vowels are short but the **g** is not doubled because the first vowel is unstressed, but the **n** following the stressed /i/ is doubled.

Exercise 2: Draw pupils' attention to the plural glasses; ask why they think the plural ending is **es** rather than **s**. Suggest that they look out for other examples of **es** plurals.

This exercise could be expanded by asking the pupils to add as many endings as is possible to each of the base words. All the words, including collar but excluding lake, may be used as verbs.

lakes
skates
waves

3. Say and write the list words that have /ā/.
Underline the letters that spell /ā/.

4. Write matching list words for these pictures:



5. Find the missing syllables and write the list words in your notebook. Each blank stands for a missing letter.

rob• bers sup• per
win• ning tun• nel
cot•tag e lett•ers
col• lars hik•ing

6. Say and write the list words in which you see and hear a consonant blend.
Circle the consonant blend letters.

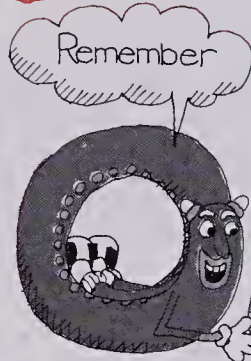
tripped
glasses
dragged
skates
slammed
grabbed

7. Write the plural form for each of these words:
collars glasses lakes robbers
collar glass lake robber

skate letter wave tunnel
skates letters waves tunnels

What letter or letters did you have to add to each word to write the plural form? s es

Circle the word that was different.



When the first vowel sound of a two-syllable word is short, the consonant letter following that vowel sound is often double. For example: tunnel and cottage

Exercise 5: Many words in this exercise illustrate an important difference between two systems of dividing a word into syllables. The formal system of syllabication used by printers and writers always divides a word between double consonants, although the two letters stand for a single sound. Division into syllables by sound is much more difficult since it would depend upon individual ideas of pronunciation.

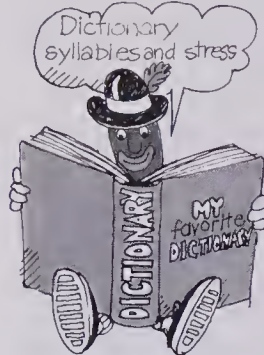
Exercise 6: Review the concept *blend*. Make sure that the boundaries of a blend do not stretch beyond a base word, for example in grabbed (grabd), the initial **gr** is a blend but the /bd/, made up of the last consonant of grab and the ending ed, /d/, is not. Note that medial blends tend to fall apart in the phonological system of syllabication (hun' tər).

Extending Your Spelling Skills

Exercise 1: This exercise like the corresponding exercise in Unit 3, is a brief introduction to the topic. Pupils should be given further activity in the use of the dictionary to ascertain all aspects of the pronunciation of a word, the sounds, the stress(es) and the syllable division(s).

Emphasize that the syllable break shown in the entry word represents the orthographic break (the one used in printing or writing). If you wish to pursue the topic, here are a few general principles.

1. Single syllable words should not be divided, not even when they consist of a base word + ending like fished or pitched. (Both the divided parts should be pronounceable.)
2. A single letter is never allowed to stand by itself.
3. Double consonants are generally separated (but· ter, ef· fort).
4. Words spelled with a hyphen should be separated only at the hyphen to avoid the awkwardness of two hyphens in one word (south-east, baby-sitter).
5. In general, syllable divisions following pronunciation groups (chil· dren, sing· ing). However, in words consisting of a base word ending in a blend + an ending, the blend is not split in order to avoid obscuring the meaning of the word (thus, print· ing, not prin· ting).



cot·tage (kɒt'ɪj) 1 a house at a summer resort. 2 a small house. *n.*

cor·rect (kə'rekt') 1 free from mistakes; true; right: *the correct answer.* 2 agreeing with a good standard of taste; proper: *correct manners.* 3 change to what is right: *Correct any errors before you hand in your paragraphs.* 1, 2 *adj.*, 3 *v.*

Extending Your Spelling Skills

1. The dictionary helps you to find out how a word is divided into *syllables*. Look at the entry word *cottage*. Notice that the syllables have a dot between them.

Look at the *pronunciation* of *cottage*. Notice that the syllables have *spaces* between them. Compare the syllable break in the entry word and its pronunciation. Sometimes, the syllable break in the entry word is not the same as in its pronunciation.

For example: cor·rect (kə'rekt')

Look at the pronunciation of *cottage* again. Notice the special symbol after the first syllable. This is called the *stress symbol*, and is placed immediately after the *stressed syllable*.

Which syllable of *correct* is stressed? **second**

The pronunciation of some list words is given below. Say each word. How many syllables are there in each word?

(win'ing) (hīk'ing) (fīld) (lāks)
two two one one

2. What words are incomplete in Wonder Worm's report? Write the report in three sentences and complete each word.



We were wning the game just as I trpped and broke my glasses. Before some-one grabed me I slammed into a fence and had to be dragg-ed away. I felt as though I were in a deep tnel and was fill-ed with fear.

Be sure to check your writing for capitalization and punctuation as well as spelling.

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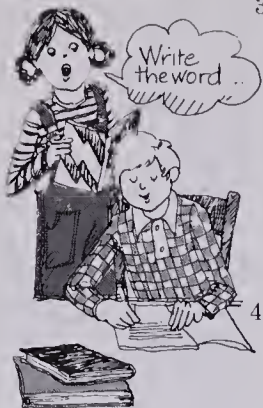
The number of syllables in a word is easy to determine; it corresponds with the number of vowels.

The most important reason for breaking words into syllables is to help pupils to learn the spelling, the exact position of the breaks is unimportant.

Exercise 2: Note that pupils have to write the report in three sentences. You could give your more competent spellers sentences that mix single and double consonants, for example:

All through the first three i__ings, my t__ming was off. I kept pu__ing the ball into left field.

The po__y I was ri__ing was one I had never ri__en before, and as a result, I kept on fa__ing off at every turn.



3. Your teacher or classmate will dictate these sentences:

1. We grabbed the robbers by their collars.
2. Their letters were filled with funny stories.
3. The cottage had a secret tunnel that led to the lake.
4. I grabbed his glasses so he couldn't see the puck.
5. The strong waves slammed against the cliff.

Proofread your sentences for spelling.

4. Look through any book and make a list of two-syllable words in which a short vowel sound is followed by a double consonant. Avoid writing words that have the endings *ed, ing, es, or er*. *Individual responses*

Underline the letter that spells the short vowel sound and circle the double consonant.

For example: pebble

follow

smuggle

Some examples:

trip: trips tripped tripping

grow: grows grew growing grower

skate: skates skated skating skater

drag: drags dragged dragging

mistake: mistakes mistaken mistaking

surprise: surprises surprised surprising

5. Write the following base words in your book. Add as many endings as you can to each base word to write its different forms. Wherever you have to, include the irregular form.

For example: win wins won winning winner

trip drag rob slam

grow mistake feel kill

skate surprise attack hike

collars, cottage dragged
filled, glasses, grabbed, hiking,
killing, lakes, letters,
robbers, skates, slammed, supper,
tripped, tunnel, waves, winning

6. Write the list words in alphabetical order. Remember the procedure for words that begin with the same letter.

Unit Test

How did your Unit Test score compare with your Pretest score?

25

Exercise 3: If you decide to have a pupil dictate the sentences, make sure that his/her reading of the sentences is smooth and that the words are clearly articulated. Taping the sentences so that pupils can do the exercise at a convenient time is another useful technique.

Exercise 5: You could cover more changes to the base word by adding words like cry, shy or reply.

If pupils do not understand the term *irregular form*, illustrate it by asking them to look at the various forms of win and say which one is unique. Ask them to give the forms of catch, buy, shy, etc., that correspond to the various forms of win and in each case identify the unique and, therefore, irregular form.

Unit Test

Dictate the words in random order so that pupils will listen carefully for each word.

Pupils should continue to write their dictation in a column to facilitate visual perception and self-checking.

Direct pupils to examine the errors that they have made in an effort to understand and eventually overcome any particular error.

Unit 6

Objectives

- To review and extend the use of those high-utility words listed in Units 1-5.
- To commit to long-term memory an increasing number of spelling words.

Enabling Objectives

- To review and demonstrate an understanding of the sound-symbol relationships presented in Units 1-5.
- To review and extend the use of the following as aids to spelling: syllabication, synonyms, short and long vowels.
- To acquire and use a spelling technique.

Looking Back

In lieu of a pretest, each pupil should be required to study those problem words accumulated from the first five units. It is recommended that one period be devoted to pupils' direct study of their individual problems.

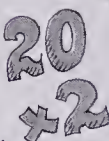
Exercise 1: In preparation for the period of self-study, use the chalkboard to illustrate the study technique outlined on page 5 of the text. Emphasize that pupils must look at the word letter by letter from beginning to end, and then concentrate on the whole word in order to form a clear and definite mental image of the word.

Pupils should say the word with its normal pronunciation and then syllable by syllable, looking at the syllables as they say them, noting how the sounds are spelled.

6

Looking Back

1. Look at your own Spelling Record to see which words you misspelled and the kinds of errors you made.
Use the LOOK SAY COVER WRITE CHECK method to study these words.
2. Complete these sentences with one-syllable list words (from Units 1—5) that have short vowel sounds.



1. He was lying flat on his stomach.
2. Please lift the heavy pot from the stove.
3. We sang our favorite sang at the school concert.
4. The strong wind slammed the door shut.
5. He hung his coat in the clothes closet.
6. The robbers grabbed the sack that was filled with money.

3. Complete the sentences with list words that have a vowel + r sound combination. Each blank stands for a letter.

Not just for today but forever.

Two times twenty makes forty.

To advance means to go forward.

We had supper at their apartment.

He wore his army shirt.

The football players were tired and dirty.

4. Say each list word below. Then write it in its regular spelling.

<u>army</u>	<u>tracks</u>	<u>clear</u>	<u>address</u>	<u>study</u>
(är' mē)	(traks)	(klēr)	(ad' res)	(stud' ē)
(sāv)	(fôr' tē)	(prīz)	(hīk' ing)	(stā' ing)
<u>save</u>	<u>forty</u>	<u>prize</u>	<u>hiking</u>	<u>staying</u>

You could suggest that when pupils cover the word, they should close their eyes and try to see the word in their mind's eye.

When pupils have written and checked the word and found it correct, they should write it at least once more to fix the spelling in their mind. If the word is misspelled they should note where the error occurred and go back to the beginning, and start the process all over again.

Exercise 2: Make sure that pupils realize that the words they choose must satisfy two conditions; they must have one syllable, and have a short vowel. Some of the words may appear to have more than one syllable because they are composed of a base word and an ending (slammed); but, since only one vowel sound is heard (slamd), they are single syllables.

5. Complete this paragraph by filling in the blanks with list words. Use the sound clue beside each blank to write the matching list word. Check your paragraph to see that it makes sense.



We had just finished eating our toast (/ō/) and were getting ready to go sailing (/ā/) in our new boat. We all agreed (/ē/) that we shouldn't waste the day staying (/ā/) indoors. Suddenly, we heard screams coming from the beach. Was someone playing a joke (/ō/)? We looked out of the window and saw a boy battling with the angry, rolling waves (/ā/). We had to save (/ā/) the boy.

6. Your teacher or a classmate will dictate these sentences:

1. The doors of our cottage were slammed shut.
2. We dragged our things out of the burning apartment.
3. For supper, we had lobsters and toast.
4. I waited to escape from the tunnel.
5. What is the address of the place you are visiting?

Check your own spelling, punctuation and handwriting carefully.

7. Complete these list words. Each blank stands for a letter.

bu <u>tt</u> er	fu <u>zz</u> y	dra <u>gg</u> ed
unle <u>ss</u>	ho <u>bb</u> y	gra <u>bb</u> ed
a <u>dd</u> re <u>ss</u>	tri <u>pp</u> ed	ki <u>ll</u> ing
fi <u>ll</u> ed	co <u>tt</u> age	sla <u>mm</u> ed

What did you notice about the letters you wrote?
They are double consonants.

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Exercise 4: Because pupils have to say each word, this exercise acts as a kind of self-dictation.

If any pupils have problems identifying any of the pronunciation symbols, tell them to consult the pronunciation key in Unit 3 or in the Mini-Dictionary (Page 162).

Exercise 5: Discuss the first sentence. The first space could be filled with the name of any meal such as supper which happens to be a list word, but it cannot be used because it does not contain the vowel /ō/. Similarly out would fit in the second space but it is not a list word and has the wrong vowel sound.

Assure pupils that all the spaces can be filled with list words from the first five units. Have pupils carefully search the list words until they find an appropriate answer.

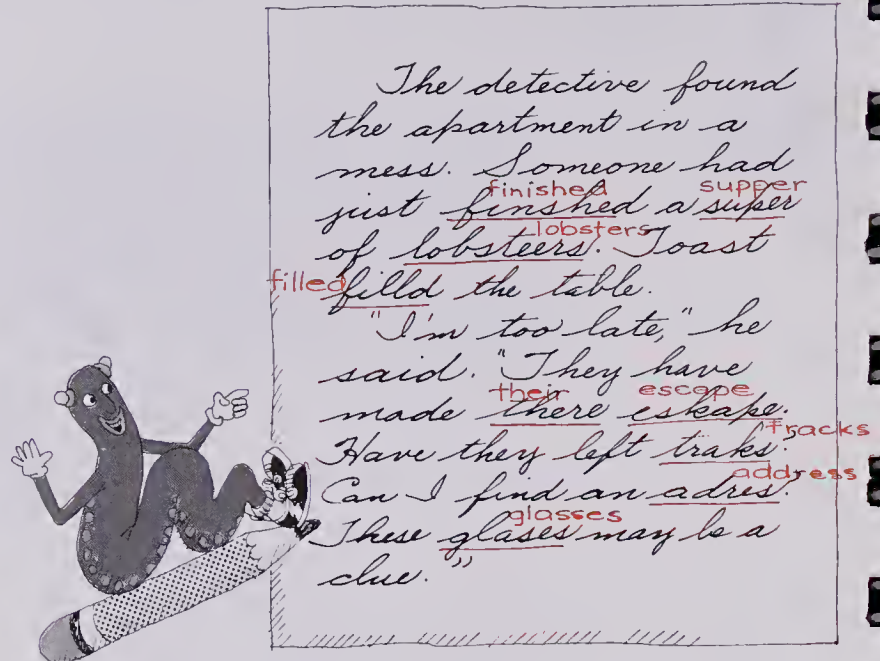
Remind pupils to check their writing for possible errors in copying from the text.

Exercise 6: Again, encourage pupils to try to write the complete sentence without prompting, but repeat words or preferably phrases if pupils become confused. For pupils with serious spelling problems, dictate one sentence and check it before going on to the next.

8. Complete each of these list words by providing the missing syllable. Write each completed list word in syllables. Say each word carefully and put in the stress symbol.

tun• <u>nel</u>	<u>a</u> •gainst'	es• <u>cape</u> '
sto• <u>len</u>	vam• <u>pire</u>	for• <u>ev</u> '•er
sur• <u>prise</u> '	a• <u>part</u> '•ment	<u>a</u> •woke'
burn• <u>ing</u>	<u>a</u> •greed'	for•ward

9. Wonder Worm is attempting to write a story beginning. But Wonder Worm has forgotten how to spell some words. Find Wonder Worm's errors and rewrite the story beginning correctly.



Proofread your work for spelling and punctuation.

Exercise 8: Draw pupils' attention to the word forever and point out that in words of more than two syllables the stress can come on a syllable in the middle of the word.

Exercise 9: Competent spellers could be allowed to work individually on this exercise. Because proofreading is such a vital skill for pupils to acquire, the exercise should be conducted orally with the remainder of the group. As before, have pupils identify the misspelling, say why it is wrong and give the correct spelling. According to pupils' ability, you could either have them copy each sentence into their notebook as it is corrected, or wait until the whole passage has been completed.

Exercise 10: Review the term synonym. Remind pupils that synonyms do not necessarily have exactly the same meaning, but that the meanings are always similar.

Exercise 12: Tell pupils to check the list words to find the one that matches each pictured situation.

10. Write the following sentences in your book and replace the underlined words with list words that are synonyms.

- agreed
save
dirty
forever
case
1. We consented to go to the contest.
 2. He tried to rescue the drowning child.
 3. Their shoes were filthy.
 4. Why are you always late?
 5. Their accident was another example of careless driving.

11. Here is a Picket Fence code. Decode it and write the message in your book.

If you do not remember how to decode it, refer to Unit 4.

ECPTRUHERTUNLOWRAATETDRSSAEH
OGSCETNEFRADPRMNADES

12. Match these pictures with list words:

glasses

awoke

save

+test

13. These sentences sound silly! But they won't be so silly if the letters of *one* word in each sentence are rearranged. Write the "incorrect" words in your book. Beside each "incorrect" word, write the correct word.

(HINT—the words are list words!)

1. We had forgotten about the stew in the top.
2. When she nags the song, the room is quiet.
3. The car raced down the tracks in top rage.
4. When the strain passed, you could feel the earth trembling.
5. What happened to your bushy bread?

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Review Test

Exercise 13: Pupils should make any other changes necessary in the sentences; e.g. in sentence 2, is should be changed to was.

No review test has been provided. Instead, each pupil should be tested on his/her own problem word list. Such lists could be administered by having pupils paired and having them dictate the words to one another.

However, you may also wish to devise your own review test. If scores from such a test are to be recorded, a special graph or chart should be drawn up for this purpose.

Special Unit: Mathematics Words

Objectives

- To provide diversity in the regular program.
- To develop awareness of special words relating to mathematics.
- To spell and use such words in context.

Teaching Suggestions

The material in this unit concentrates on words likely to be encountered in various branches of mathematics. It is an independent unit that can be used at any convenient time and/or in conjunction with a course in mathematics. Not all the terms will be necessarily relevant to the specific course of study the pupils may be currently pursuing, but they have such general application as to make their study useful. Similar terms that are in current use could well be studied by the same methods.

No formal pretesting or post-testing is required. The focus should be on the special terms through involvement in the exercises and activities provided. The exercises should be corrected by pupils as you discuss each one with them.

Make sure first that all pupils can say the words accurately and clearly. Spend some time checking pronunciations, making sure that no syllables are omitted or slurred.

Mathematics Words

perpendicular	statistics	estimate	perimeter
protractor	intersect	quantity	dimension
segment	arc	equilateral	equation
circumference	diagram	ratio	capacity

1. Write the list words that match these clues:

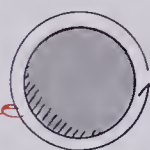
(i) perpendicular



(viii) having all sides equal

equilateral

(ii)



(ix) an amount

quantity

circumference

(x) calculate approximately

estimate

(xi) the total measurement of the sides of a rectangle

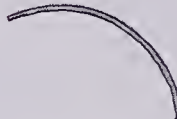
perimeter

(iii)

1:3

ratio

(iv)



(xii) one of the measurements of a building

dimension

arc

(v)



(xiii) a section

segment

protractor

(vi)

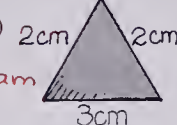
12 ÷ 4 = 3

equation

(xiv) cut or divide by crossing

intersect

(vii)



(xv) the amount of room or space

capacity

diagram

Exercise 1: This exercise tests pupils' knowledge of the meaning of the special words. Check further to see that they understand the clues as well.

Exercise 2: Note that the first syllable of equilateral demonstrates a new feature, the secondary stress. There is always a tendency in speech for polysyllabic words with short vowels to lose one or two syllables and so lose auditory clarity and definition. The remedy is to introduce into the word a secondary stress, which is less heavily marked than the primary stress (sec're tar' y, or' di nar' y).

Tell pupils that we stress an extra syllable to make a long word easier to say and to hear.

Other features to be noticed, as in the word equation, are the unstressed /i/ spelled **e**, /zhən/ spelled **tion**, /kw/ spelled **qu** and the variant spellings of /ə/.

2. Say and write the word equation.

How many syllables are there? *three*

Which syllable is stressed? *second*

Look at its pronunciation: (i kwā' zhən)

How is /i/ spelled? *e*

What letters spell /kw/? *qu*

*quantity
equilateral*

Say and write the other two list words that have /kw/.

Say the word (ē' kwə lat' ə r ə l).

What letter spells /ē/? *e*

How is /ə/ spelled in the unstressed syllables? *i-e-a*

Write the word again as you pronounce it carefully.

3. Say the word circumference.

How many syllables are there? *four*

Which syllable is stressed? *second*

Look at its pronunciation: (sə r kum' fər ə ns)

How is /s/ spelled in the first syllable and the final syllable? *c c*

Which letter spells /k/? Write the word.

Say and write the other list word in which the letter *c* spells both /k/ and /s/. *capacity*

Say and write the other list words in which /k/ is spelled *c*. *perpendicular protractor arc circumference statistics intersect*

4. Say and write the word perpendicular.

How many syllables are there? *five*

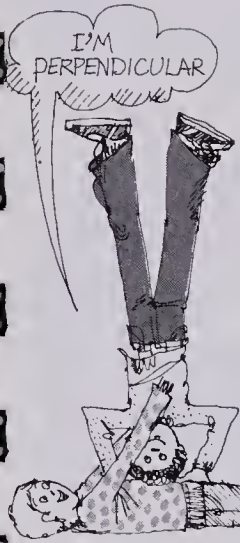
Say the word again. Use the Study Method to help you learn this word.

5. Say and write the word (dī' ə gram).

Circle the letter that spells /ə/. *di@gram*

6. Write the list words that are formed from these base words:

protractor equilateral equation
protract lateral equate



Exercise 3: You could review the circumstances in which *c* spells either /k/ or /s/.

Draw pupils' attention to the spelling of the final /k/ in arc. Ask what is strange about this spelling. If they fail to respond, ask them for rhyming words (mark, park, dark, etc.), and have pupils examine their spelling. Ask for the meaning of the homophone ark, and consider the value of differentiating the spelling of the two words.

Exercise 4: You could ask pupils to identify the two stressed syllables without asking them to distinguish the primary from the secondary stress.

Exercise 5: The word diagram could be linked with diameter, both starting with the Greek prefix **dia-**. With the stress on the second syllable of diameter, the /a/ has its full value, thus establishing clearly the spelling of the prefix **dia-**.

Unit 7

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To examine and recognize: alternate plural forms, *s* and *es*; changes in base words before plural endings.
- To apply this knowledge in writing plural forms.

Pretest

Remember to reassure pupils who may view the pretest with some anxiety. Make it quite clear to them that no blame or stigma is attached to the result of the pretest. It is given only to help them find which words they need to study.

Dictation

Mike stands to attention when he hears "O Canada."

Forest fires threatened the town. We used shells to make jewellery. Use your brakes at the corner. Don't throw away empty bottles. Children enjoy chocolate bunnies at Easter.

My dog has six puppies. Are there any monkeys at the zoo? Strong winds broke branches off the trees.

I enjoy peanut butter sandwiches. Sally fishes off the bridge. Bill peeled the potatoes for supper.

A pack of wolves roamed the countryside.

In the summer he puts tables and chairs on the patio.

The girls prepared the science project themselves.

7

stands
fires *fires*
shells *chairs*
brakes *shells*
bottles *teams*
bunnies *brakes*
puppies *months*
monkeys
branches
sandwiches
fishes
potatoes
wolves
chairs
themselves
teams
doctors
months

Pretest

How many words did you spell correctly on this test?

List the words you found difficult in your spelling record.

Study these words.



Study Helps

1. Say and write these base words:
fire chair shell team brake month
How many syllables are there in each word? *one*
Write the plural form of each word.
What letter did you add to each base word to make it plural? *s* or *es*
How many syllables are there in the plural forms?
2. Say and write these base words:
branch sandwich fish
How many syllables are there in each word? *branch-one sandwich-two fish-one*
Write the plural form of each of these base words. *branches sandwiches fishes*
What letters did you add to each base word? *es*
How many syllables are there in the plural form of each word? *branches (two) sandwiches (three) fishes (two)*
When you add *es* to each of these base words to write the plural form, have you also added another syllable? *yes*
3. Say and write these base words: *bunnies puppies monkeys*
bunny puppy monkey
Write the plural form of each of these base words.
How does the spelling change when you add *es* to a base word that ends in *y*? *y is changed to i*
Why does the spelling of monkey not change when *s* is added? *It ends in ey.*
4. Say and write the word wolf.
What is the final consonant sound you hear? */f/*
Say and write the plural form of wolf. *wolves*
What change did you make to the final consonant letter in wolf before adding *es*? *changed the f to v*

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Many soccer teams have already started practising.

Doctors and nurses are always on duty in a hospital.

We plan to spend two months in the Maritimes.

Following the dictation, suggest that pupils pronounce each word softly to themselves as they proof-read their list words.

Tell pupils to check their own work as you write the first nine words in a column on the chalkboard.

While pupils are making these words, move about the room to see whether they are able to cope

with this number of words, maintaining accuracy and completeness of correction. Add the remaining nine words to the chalkboard list. Supervise and assist pupils in their self-correction.

You may find that pupils can easily handle nine words at a single presentation. In these circumstances you could try writing the whole list on the chalkboard, but you should check to see that this number of words does not lead to failures in noticing errors. On the other hand, if nine words seem too much of a task, you could reduce the number of words to six, or even fewer.

Say and write the list word that is the plural form of either himself or herself. themselves

5. Write the plural form of potato. potatoes
What letters did you add to potato to write the plural form? es

shells
bottles
bunnies
puppies

6. Say and write the list words that have a double consonant.
What do you notice about the vowel sound before the double consonant? It is short.

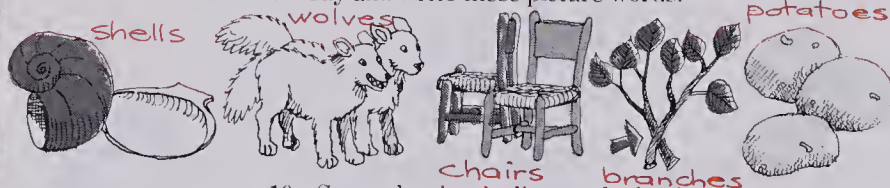
branches
/ch/sandwiches
chairs

7. Say and write the list words in which you hear /ch/.
Say and write the list words in which you hear /sh/.

/sh/ fishes
shells

8. Say and write the word months.
What vowel sound do you hear? /u/
How is it spelled? o

9. Say and write these picture words:



10. Say and write the list words that have three syllables. sandwiches potatoes
Circle the word that has the stress on the second syllable.

11. Write a list word that rhymes with each of these words:

fires shells potatoes fishes
hires spells tomatoes wishes

Remember



To change most base words to the plural, the ending s or es is added, as in shells and branches.
When a base word ends in y, usually the y is changed to i before adding es, as in bunny — bunnies.

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Exercise 2: The syllabic plural es regularly follows the final digraphs sh and ch. Pupils have just encountered glasses (in Unit 5), so that ss can be added to the list.

Exercise 3: You could ask pupils to consider whether the regularity of the plural of words ending in ey is a special case or an example of a wider rule, thus leading them to the conclusion that y only changes when it is preceded by a consonant. Have them conduct their own research project collecting examples, checking the plural forms in a dictionary, reaching a hypothesis, predicting an outcome and verifying the prediction by consulting a dictionary.

Exercise 4: Draw pupils' attention to the three features of the plural wolves, the f is changed in spelling (and pronunciation) to v, es is added, but it is pronounced /z/.

Ask pupils for other words they know that form the plural in the same way (leaf/leaves, life/lives, shelf/shelves, etc.).

Exercise 5: Note that potato, tomato, along with echo, hero and torpedo use an irregular plural, es. Most words ending in o use the regular s form (banjos, pianos, silos, dynamos, solos, sopranos, etc.).

Study Helps

Beginning with this unit, you may wish to start individualizing spelling activities. Pupils who have no errors in the pretest likely do not need to complete any of the exercises in "Study Helps." They could proceed directly to the activities in "Extending Your Spelling Skills" and then use any spelling time that remains for enrichment spelling activities such as adding to their personal spelling lists, studying these words, writing stories or poems, proofreading a partner's writing, free reading, and so on.

For pupils who had errors on the pretest, you might examine the pattern of errors and assign to individual pupils only those exercises in "Study Helps" that give practice in that particular spelling pattern. This type of individualization does take some extra time, but it pays dividends in pupil interest and motivation, and in varying the activities of the spelling periods.

For pupils who need all the exercises, conduct them orally.

Extending Your Spelling Skills

wolf - wolves
leaf - leaves
knife - knives
thief - thieves
half - halves
hobby - hobbies
study - studies
puppy - puppies
bunny - bunnies

1. Write the plural form of each of these words:

dishes	keys	wolf	tomatoes	army
wishes	turkeys	leaf	potatoes	hobby
ditches	chimneys	knife	cargoes	study
matches	monkeys	thief	echoes	puppy
addresses	journeys	half	heroes	bunny

2. Here is another Picket Fence code. Decode it and write it in your book.

Do you remember what you must do to decode it?

If you are not sure, refer to Unit 4.

fires have broken
out and wolves
are closing in now.

FRSAERKNUADOVSRCOIGNOIEHVBOEOTN
WLEAELSNINW

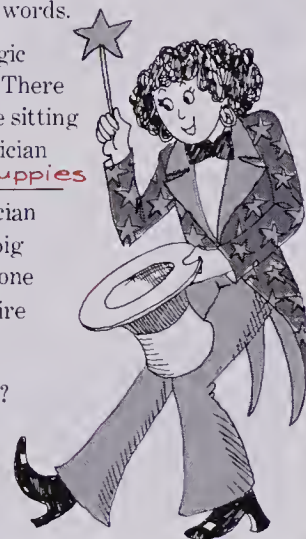
Exchange Picket Fence codes with your friends.

3. Write the following paragraph in your notebook. Fill in the blanks with list words.

We went to see a magic show at the county fair. There were hundreds of people sitting in the chairs. The magician pulled both bunnies and puppies out of her hat. The magician started fires in some big bottles. All of a sudden, one bottle dropped, and the fire spread quickly.



What do you think happened?
Finish the account.



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Extending Your Spelling Skills

Exercise 1: Note that the plural of cargo may be es or s.

Exercise 3: In order to avoid a stock scenario for a disaster movie, it might help pupils to be reminded that the account is of a magic show in which outcomes are often very unexpected.

1. We saw monkeys, puppies and bunnies at the zoo.

2. In the past months, Jack has added fishes and branches of coral to his aquarium.

3. We need chairs, sandwiches, potato chips and bottles of pop for the party.

5. Write the list words that match these clues:

- rhymes with *lands* **stands**
- part of a car **brakes**
- They grow under the ground. **potatoes**
- You find them on the beach. **shells**
- These animals live in the Canadian north. **wolves**
- rhymes with *bears* **chairs**

6. Read each pair of words.

Fill each blank with a list word *that belongs* to that pair.

For example: **sky: clouds** as **beach: shells**

hens: chicks;	as	dogs: _____	puppies
roosters: cocks;	as	apes: _____	monkeys
sheep: flock;	as	_____ : pack	wolves
flowers: plants;	as	_____ : furniture	chairs
hours: day;	as	_____ : year	months

Unit Test

How many words did you get right on this test?

Which words did you find difficult?

Did you misspell a word on the Pretest as well as on the Unit Test?

Record your score.

Unit Test

Exercise 4: Remind pupils to proofread their writing for possible mistakes in copying from the book.

Have pupils compare their unit test score with their pretest score for the number of words spelled correctly and the kinds of errors made.

Unit 8

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and consolidate changes in base words when **-ed** and **-ing** are added.
- To apply this knowledge to spelling base words + **ing** or **ed**.
- To recognize the suffix **-ly** and to use this knowledge in spelling base word + **ly**.

Pretest

Dictation

Studying helps you to learn.
It's great fun jumping on a trampoline.
Three choirs were singing at the festival.
Let's go skating this Friday.
The sun was shining brightly.
Dad was shaking out the rugs.
I am meeting him at 4 o'clock.
The child was badly burned.
We changed our plans about going to the movie.
The teacher's question puzzled us.
It's a lovely day!
Petra nearly ate the worm in the apple.
He read the poem quietly to himself.
We shouted for joy at the news.
Shona was bored with nothing to do.
Some jobs can be very boring.
We finally found something to do.
This is an especially warm summer.

8



Study Helps

helps
jumping
singing
skating
shining
shaking
meeting
boring

jumping
singing
skating
shining
shaking
meeting
boring

shaking
meeting
burned
changed
puzzled
lovely
nearly
quietly
shouted
bored
boring
finally
especially

burned
changed
puzzled
shouted
bored

1. Write the list words that have the ending **ing**.
Write the base word of each. jump sing skate
Which base words were changed when the ending **ing** was added? What change was made?
skate shine shake bore

The final **e** was dropped before adding **ing**.

2. Write the list words that have the ending **ed**.
Write the base word of each. burn change puzzle

Which base words were changed when the ending **ed** was added? What change was made? change puzzle

The final **e** was dropped before adding **ed**.

Say the list words that have the ending **ed**.
Write the words in syllables. bored burned

Underline the word in which the **ed** ending forms a separate syllable. puz·zled shout·ed

3. Say and write these words:

Write the base word of each. love near

Read these pairs of sentences. What does each underlined word mean?

We love our school.
It was a lovely dress.

Let's sit near the fire.
I nearly dropped the dish.

Notice that sometimes the suffix **ly** is added to a base word to form another word of different meaning.

Say and write the other list words that have the suffix **ly**. beautiful almost

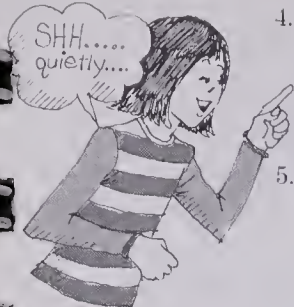
Say and write the base word of each of these words.
final special quiet

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Study Helps

Exercises 1 and 2: Both exercises are concerned with pupils' recognition that a final **e** is dropped from base words before adding **ing** or **ed**. Ask pupils to explain the function of the final **e** (a marker of a long vowel) and hence, why it can be dropped without causing ambiguity or confusion.

Insistence on careful record keeping of pretest scores, though helpful, may cause anxiety in some pupils who tend to get low scores. For this reason such pupils must be constantly re-assured that the pretest is purely for their benefit, to indicate to them which words they need to study, and to give them a chance to analyse their mistakes. The important figure is the score on the unit test, which indicates the improvement made in spelling as a result of study.



puzzled
finally
especially

4. Say and write the word quietly.
Say and write its base word. **quiet**
How many syllables do you hear in the base word? **two**
What letters spell /kw/? **qu**
5. Say and write the list words in which you hear a vowel + r sound combination.
Circle the letters that spell the vowel + r sound combination. **burned** **nearly** **bored**
boring
6. Say and write the list words that have a double consonant. Circle the double consonant letters.
7. Say and write the word especially.
How many syllables do you hear? **four**
Which syllable is stressed? **second**
If you're not sure, check the pronunciation with the *Mini-Dictionary*.
Say the word again carefully and listen for /sh/ at the end of the second syllable. How is this sound spelled? **ci**
8. Say and write the two list words whose base word is bore.
9. Use these clues to write matching list words.

- another word for *almost* **nearly**
- opposite of *loudly* **quietly**
- the only four-syllable list word **especially**
- rhymes with *turned* **burned**
- opposite of *whispered* **shouted**
- has /u/ that is spelled o **lovely**
- has /ch/ **changed**
- has /z/ **puzzled**



The final e of a base word is dropped when an ending beginning with a vowel letter is added.

For example: skat~~e~~ + ing = skating
bor~~e~~ + ed = bored

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Exercise 4: Pupils should recognize that in quietly the letters **ie** do not represent a digraph but belong in separate syllables. You could ask pupils to divide the word into syllables to emphasize this feature of the word.

Exercise 5: Note that three different vowel + r sounds are represented. If pupils are familiar with the sound symbols, they could be asked to write the appropriate symbol after each word.

Exercise 7: It might be advisable to treat **ci** as a digraph spelling /sh/, since it appears regularly with this function in the suffixes **-cial** (official) **-cious** (gracious), **-cion** (suspicion) and **-cian** (musician); thus the suffix **-cial** is one syllable in spite of the two vowel letters. Ask pupils for other words they know that end in **cial**, like social, racial, initial, etc. and draw their attention to the feature that **ly** may be added to all of them.



skate¹ (skāt) 1 a frame with a blade fixed to a boot or that can be fastened to a boot so that a person can glide over ice. 2 a roller skate. 3 glide or move along on skates. 1, 2 *n.*, 3 *v.*, **skated**, **skating**.
■ **Skate**¹ came through Dutch *schaats* from an old French word *escache*, meaning 'silt.'

Extending Your Spelling Skills

1. Read this sentence:

I was skating on the frozen pond.

Suppose you wanted to look up the meaning of skating as used in the sentence above. Would you find skating as an entry word? **no**

Look at the entry skate on the left. Does the entry give the meaning of skating as used in the sentence? **yes**
Is skating part of the entry? Where? **At the end of the entry**

Most entry words in a dictionary are *base words*.

If the word you want to look up in a dictionary has an ending, you must find the base word first.

How would you find the meaning of the underlined word in each of these sentences? **Look up the base words.**

We participated in the games.

participate

I wondered what she meant.

wonder

She expressed her opinion.

express

2. Proofread Wonder Worm's paragraph and write it correctly in your notebook.



It was a love ^{lovely} day. The sun was shine ^{shining} bright. ^{brightly} The children were sing ^{singing} as they skate ^{skated}. But what could have change ^{changed} my friend into such a bore ^{boring} person? When I shout ^{shouted} to him, he walk ^{walked} away. I was puzzle ^{puzzled}.

What was wrong with Wonder Worm's friend?

Write the rest of the story.

Proofread your story for spelling, punctuation and sense.

Extending Your Spelling Skills

Exercise 1: The words skating and participated in this exercise involve the reverse of the process examined in exercises 1 and 2 of *Study Helps*; in these words the **e** has to be added to the base word once the ending has been removed. Discuss this with the pupils. Write **skat** on the chalkboard and ask pupils to say the word. Let them see that the added **e** has the function of marking a long vowel. Compare participated with expressed in the treatment of the base word.

This exercise is a brief introduction to this particular point in dictionary use. It could be extended by giving pupils other sentences and by having pupils consult the dictionary for word meanings in other subject areas.

Exercise 2: As with all such exercises, the proofreading is the most important part of the exercise. Have all the pupils do proofreading, independently or supervised according to their ability, and have those who have the time finish the story.

3. In 1563, an Italian scientist named Porta published a book of codes. Here is a simple example:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Do you see how the code is made up?

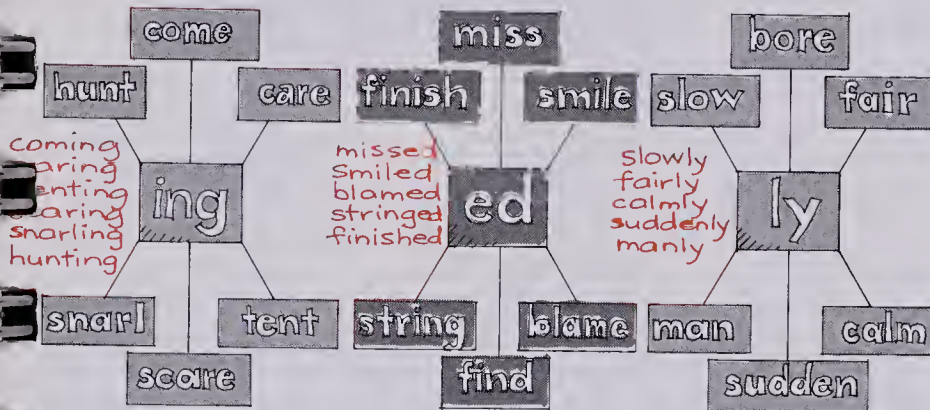
To encode, you substitute for each letter in your message the corresponding letter above it or below it; thus A is replaced by N, O by B, C by P and so on.

Decode this message and write it in your notebook.

You will have to recombine the letters to form the words properly.

FXNGV ATZRR GVATP UNATR QGBFV
KZBAQ NLCYN AFSVA NYYLE RNQL

4. Write as many words as you can by adding the ending or suffix in the box to the words at the end of the lines. Be careful—the ending might not fit every word.



Unit Test

Did you do better on the Unit Test than on the Pretest?
Record your score.

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Unit Test

Exercise 3: You may have to discuss the code with some pupils.

You could have pupils send appropriate replies to each other in the same code.

Exercise 4: Check pupils answers for correctness of derived forms and for failure to drop a final e before adding an ending.

Have pupils compare their performance on the pretest with that on this test. Remember to praise those who have raised their score, no matter how low it was to begin with.

Check for pupils who have misspelled the same word(s) on both tests. Spend extra time with these pupils to determine the cause of their lack of improvement. Listen to their pronunciation of the list words and help them use the five study steps.

Unit 9

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and consolidate the following sound-spelling patterns: /ü/—oo (room), o—c—e (lose); /ō/ — oa (boat), ow (bow); /z/ — z (breeze).
- To review the concept compound word.

Pretest

Dictation

It was impossible to control the sailboat on the stormy lake.

There are too many goldfish in that small bowl.

Have you finished your home-work?

Bela's dress is a rainbow of colors.

Someday we're going to go hiking.

He is somewhere on the beach.

The children left the classroom.

Try to do it yourself, Lara.

Was this the first ape to be born in captivity?

Most fishermen use worms as bait.

I use a small broom for sweeping.

A breeze blew over the lake.

Dag will lead the group.

Follow the directions carefully, or you'll lose your way.

My father smokes a pipe.

Tony has eaten all the hot dogs.

The conference is open to anyone.

You are too late to enter the competition.

9



Study Helps

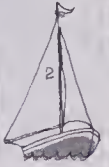
sailboat
goldfish
homework
rainbow
someday
somewhere
classroom
yourself
ape
bait
broom
breeze
lead
lose
pipe
eaten
anyone
too

goldfish
rainbow
classroom
sailboat

gold fish
rain bow
class room
sail boat

some day
some where
class room
your self
any one
home work

1. Match each picture with a list word. Write the words.



What are these words called? **compound words**

How many base words are there in a compound word? **two**

Write the base words of each picture word.

Say and write the other compound words in your word list. Beside each compound word, write the base words.

Write the list word that rhymes with each of these words:

ape	eaten	bait	breeze
drape	beaten	weight	sneeze
doom	through	bruise	type

3. Read this verse and listen for the vowel sound in each underlined word.

If we used a huge balloon
Could we reach the moon?
And will there be a school?
Or am I being a fool?



What vowel sound do you hear in each underlined /ü/ word? Say and write the list words that have /ü/.

Underline the letters that spell /ü/. **classroom**
broom **yourself**
Say the word **lose**. Look at it. Write it. **lose** **too**

There are few words in which /ü/ has the o-consonant spelling pattern as in **lose**.
Two of them are **move** and **prove**.

Pretest

How many words did you spell correctly on this test?

If you made spelling mistakes, find out why you made the mistakes.

40

Study Helps

Exercise 1: There are two important points for pupils to note in this exercise; one is that *compound words are made up of two base words*; the other, that in every case *the words are joined*. They may find it difficult to accept self as a base word, in which case you could use it in a sentence such as: His true self only showed when he was with strangers.

Exercise 3: Emphasize the fact that in most words that have /ü/, it is spelled **oo** as in room, broom and doom. The **ui** spelling of bruise and fruit is found in several common words but the total number with this spelling is comparatively small. The **o — consonant — e** spelling is restricted to lose, move, prove and their derivatives (loser, remove, improvement, etc.).

sailboat
goldfish
homework
rainbow

/ō/-oa, o, o-e ow

4. Say and write the list words in which you hear /ō/.
In each of these words, underline the letter or letters
that spell /ō/. List the ways in which /ō/ is spelled.

5. Say and write the list word that can be pronounced
either (lēd) or (led). lead

Read these two sentences. Notice the different
meanings and pronunciations for the word lead.

Will you (lēd) the way to the hide-out?

The pipes were made of (led).

6. Say and write the list word preze.

What is the final consonant sound you hear? /z/

How is it spelled? z

Say and write the other list word in which you hear /z/. loze

Circle the letter that spells /z/.

Notice that /z/ can be spelled with either s or z.

7. Say and write the list words in which you hear both
these vowel sounds.

/a/ and /ü/ classroom

/ā/ and /ō/ sailboat

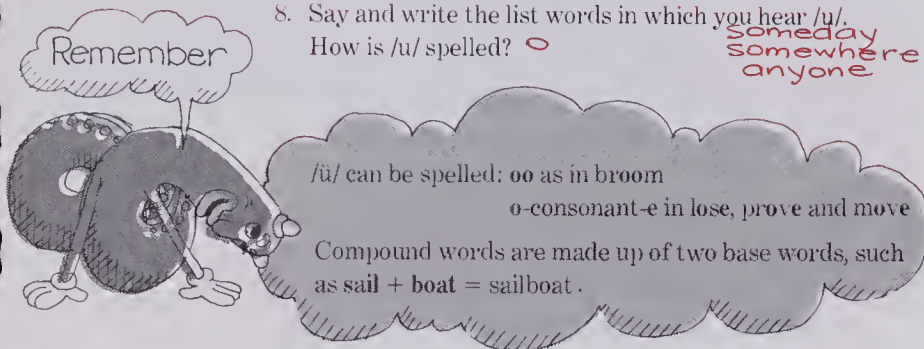
/ō/ and /i/ goldfish

/u/ and /ā/ someday

8. Say and write the list words in which you hear /u/.

How is /u/ spelled? o

someday
somewhere
anyone



Exercise 4: Draw pupils' attention
to the various spellings of /ō/. You
could ask pupils to give further
examples of each of the four spel-
ling patterns:

sailboat: oa — coat, float,
roam, moan

goldfish: o + ld — fold, cold,
sold, told

homework: o + consonant + e
— cone, bone, hope,
tote

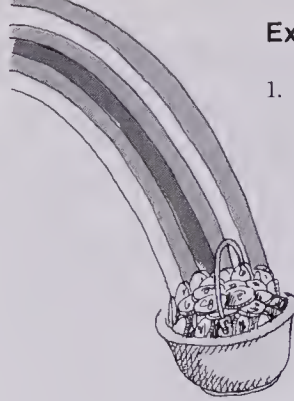
rainbow: ow — row, bow,
throw, show.

Exercise 5: You could also men-
tion the past form of lead: led,
often misspelled lead.

Exercise 6: As every Scrabble
player knows, z is an uncommon
letter. The sound /z/ is found
commonly between two vowels
and is generally spelled s.

Exercise 8: The three list words
that contain /u/ have it spelled o.
This particular spelling occurs
commonly before **n** and **m**, and
was adopted to avoid the possible
confusion resulting from the
number of short single strokes in
the written forms of **un** and **um**.

Extending Your Spelling Skills



1. Write a compound list word to complete each of these sentences:

1. An old story tells about gold at the end of the rainbow.
2. The teacher couldn't see anyone who hadn't done the homework.
3. The principal said that the classroom was no place to keep goldfish.
4. Someday I will sail my sailboat somewhere.
5. Did you complete this puzzle all by yourself?

2. Write the compound words for these dictionary pronunciations.

midnight (mid' nīt')	sailboat (sāl' bōt')	landscape (land' skāp')
hillside (hil' sīd')	classroom (klas' rūm')	seaweed (sē' wēd')
lifeboat (lif' bōt')	homework (hōm' wērk')	sunlight (sun' lit')

3. Unscramble each word on the left. Then combine it with the base word on its right to spell a compound word. Write the compound words in your notebook.

basketball
pineapple
everything
cowboy
somebody

atbske	ball
paple	pine
veery	thing
ybo	cow
eosm	body

wond	stairs
uontc	down
saft	break
ebul	bird

downsta
countdown
breakfast
bluebird

Some examples:

sailboat
boatman
manhole

goldfish
fishhook
hookworm
wormwood

rainbow
bowman
manhole

someday
daytime
timepiece
piecemeal

somewhere
wherefore
forehead
headstrong

4. Use the last syllable of each compound word as the first syllable for a new compound word. How many can you write?

network
workbook
bookworm
wormwood
wood

Extending Your Spelling Skills

Exercise 1: Pupils should note that these particular compound words consist of two base words put together to make one word without any alteration. If they know how to spell the base words, they know how to spell the compound words.

Exercise 2: The translation of dictionary pronunciation into normal spelling acts as a self-dictation. Pupils should identify the word by saying it aloud, then write it. When the exercise has been completed, they could either check their spelling by looking up the words in a dictionary, or you could check the exercise with pupils.

Exercise 3: Warn pupils that the words they write must be "real" words, thus changes in order may have to be made to avoid that anomaly, a *boycow*.

Exercise 4: This exercise could lend itself to a competitive game, played by teams pooling their resources of compound words. A useful addition to the list of activities for an indoor recess?

5. Your teacher or classmate will dictate this paragraph.

It was a lovely summer day. The sun was shining brightly. There was a breeze blowing over the lake. Mom said we could go for a sail in the sailboat. We took some bait so we could fish. We were puzzled when we saw a rainbow, but we knew there must be rain somewhere. We had a lovely day.

Proofread your paragraph for spelling, punctuation and capitalization.

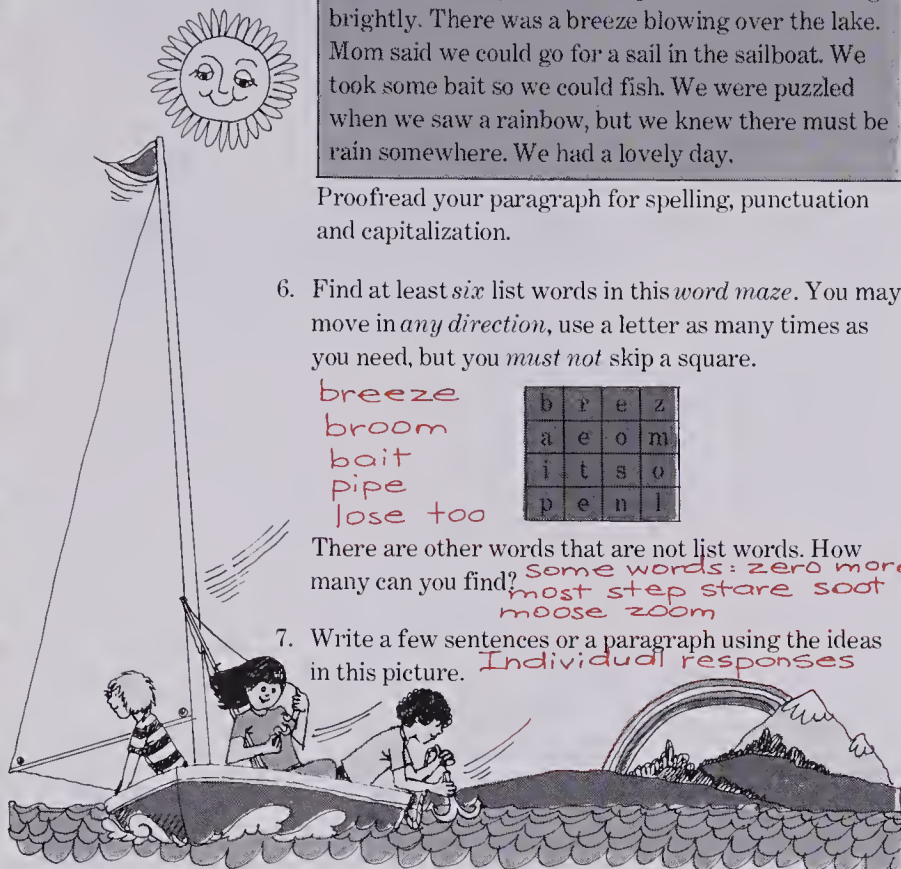
6. Find at least *six* list words in this *word maze*. You may move in *any direction*, use a letter as many times as you need, but you *must not* skip a square.

breeze
broom
bait
pipe
lose too

b	r	e	z
a	e	o	m
i	t	s	o
p	e	n	l

There are other words that are not list words. How many can you find? *Some words: zero more most step stare soot moose zoom*

7. Write a few sentences or a paragraph using the ideas in this picture. *Individual responses*



Proofread your work for spelling, punctuation and capitalization.

Unit Test

Did you get a perfect score?
Which words did you still find difficult?
Be sure to record your score.

43

Unit Test

Exercise 5: Read the complete passage first so that pupils get the gist of it, then dictate the sentences one at a time. Avoid prompting and encourage pupils to write the entire sentence, although the next to last may have to be given in two parts. However, repeat phrases, rather than individual words, for any pupils who show signs of being muddled. Allow pupils to check their work by using the text book, but supervise the proof-reading for completeness and accuracy.

Exercise 6: You could show pupils how the puzzle works, if need be, by helping them find any word, list or non-list. Make sure that all pupils finally know how to solve such puzzles since others will appear later.

Continue to check pupils' recording of their test scores for accuracy. Check also pupils who seem to be making the same mistakes in both the pretest and unit test. Find out whether they are competent to analyse and classify their misspellings in the pretest, and whether they are studying the words efficiently. They may need remedial work taken from the program for another grade.

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and consolidate the various spelling patterns of /ī/: **y** as in try; **ie** as in pie; **igh** as in sigh; **uy** as in buy.
- To review and consolidate the spelling patterns of /s/ and /k/ as they relate to **c** and **k**.

Pretest

Dictation

The riverbed was dry.
 Robi enjoys reading spy stories.
 I'm going to bake a pie.
Lie still while I bandage your knee.
 We are buying a new car tomorrow.
 Meta saw a lovely arrangement of dried flowers.
 A hawk flies high in the sky.
 The earthquake destroyed many homes.
 Our teacher rides a motorcycle.
 All airplanes were grounded due to the fog.
 We can go anywhere you wish.
 Our bathroom needs redecorating.
Cross the road with the crossing guard.
 Baka's favorite seafood is crab meat.
 The present cost me a lot of money.
 Margo carried all the parcels.
 Ivan sent them a basket of fruit.
 Everyone except Joe went home.

dry
 spy
 pie
 lie
 buying
 dried
 flies
 earthquake
 motorcycle
 airplanes
 anywhere
 bathroom
 cross
 crab
 cost
 carried
 basket
 except

Pretest

How many words did you spell correctly on this test?
 Be sure to list the words you found difficult in your spelling record.



Study Helps

- Read this verse. Listen for the vowel sound in the last word of each line.

I think I should try
 A piece of this pie.
 If it's good, I shall sigh,
 Then another I'll buy!



What vowel sound do you hear in the last word of each line? /ī/

How is /ī/ spelled in each of these words? **y ie igh uy**
 Write the word in which the letters **ie** do not spell /ī/. **piece**

Say and write the list words in which you hear /ī/. In each word, underline the letter or letters that spell /ī/.

Say and write the list word in which the letters **ie** do not spell /ī/. **carried**

List the ways in which /ī/ can be spelled. **y ie uy**

- Say and write the word **basket**.

How many syllables are there? **two**

What is the first consonant sound you hear in the second syllable? How is it spelled? **/k/ k**

Say and write the other list word in which /k/ is spelled **k**. **earthquake**

- Say and write the compound word **motorcycle**. **motorcycle**

Write the base words. **motor cycle**

What is the first consonant sound you hear in **cycle**? **/s/**

How is it spelled? **c**

What is the second consonant sound in **cycle**? **/k/**

How is it spelled? **c**

Study Helps

Exercise 1: Four spellings for /ī/ are reviewed. It might be useful to discuss in very general terms the frequency of the various options. The spellings **y** and **ie** are most commonly used for a final /ī/. A final **igh** is found only in sigh, high, thigh, and nigh, but in a fair number of words when followed by **t** (bright, fight, etc.). The word buy and its derivatives are the only examples of the **uy** spelling of /ī/.

Pupils might be interested in the question of why the /ī/ in try is spelled **y**, while in pie, it is **ie**. An examination of three letter words ending in /ī/ gives a rule that the **y** spelling follows *blends* (try, fly, spy, etc.) and the **ie** follows *single consonants* (pie, lie, die, etc.). It would seem that the language demands at least three letters for all words except structure words — prepositions, pronouns, etc. Notice also the doubling of the final consonant in add, ebb, ill, odd. As a result of this unwritten

Say and write the other list words in which /k/ is spelled c. *cross crab cost carried*
 Say and write the other list word in which /s/ is spelled c. *except*

*spy dried crab
flies cross*

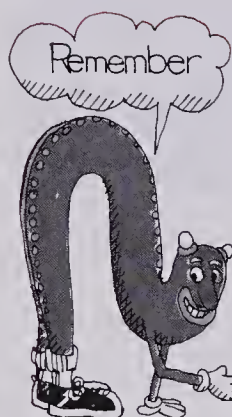
4. Write the list words that begin with a consonant blend as in dry. Circle the consonant blend letters.
5. Say and write the word earthquake. *earthquake*
 Draw a line between the two base words.
 Underline the letters that spell /ër/.
 What are the first consonant sounds in quake? */kw/*
 How are they spelled? *qu*
 What letter always follows q? *u*

*earthquake
motor/cycle
air/planes
any/where
bath/room*

6. Say and write the compound list words.
 In each compound word, draw a line between the two base words.
7. Say and write the word except.
 How many syllables do you hear? *two*
 Which syllable is stressed? *second*
 Look at the dictionary pronunciation of except: (ek sept')
 Say the word again and listen for /k/.
 What letter spells /s/ in the second syllable? *c*
 Notice how it is spelled.

Say these words. Listen for /k/ at the end of each first syllable.

exceed excel excess excite



*/ī/ can be spelled: ie as in pie
y as in spy*

*The letter c sometimes spells /k/ as in crab and
sometimes /s/ as in cycle.*

45

law, an unnecessary **e** is added to the **i** in words such as pie to make the word the right length.

Note that **ie** is used to spell /ī/ only in the final position or in derivatives from a final **ie** or **y** (dies, cries, etc.). Medially, **ie** is used to spell /ē/ as in brief, chief, field and so on.

Exercise 3: When **y** represents a vowel sound in any position other than final (derivatives excepted, of course), the chances are that the word is Greek in origin, as cycle is, being derived from the Greek word for wheel. In these words the letter **y** usually represents /ī/ or /i/ (as in nymph), and the letter **c** before **y** represents /s/.

Ask pupils to try to make a general statement about the use of **c** to spell /s/ and /k/ using the list words together with other words

they know. Have them test it on the spelling of these words:

(kub) (kam ə r ə) (tāk) (kōst)
 (kīnd) (tok) (kyüb) (kīl)
 (sin dər) (sent) (sak) (sī kəl).

Exercise 5: Draw pupils' attention to the **ear** spelling of /ër/ in earth. This is an unusual spelling involving only about a dozen words of which the most common are early, earn, earth, heard, learn and search. Perhaps some pupils might be interested enough to undertake the project of listing the remaining examples.

The **qu** spelling of /kw/ should be familiar enough by now, but newcomers to the language may need to be reminded of this pattern.

Exercise 7: If you feel that it would help or interest pupils, you could point out that all these words are Latin in origin and that in Latin **ex** was a common prefix, implying separation of some kind.

In all the words used in this exercise, the **x** which normally represents /ks/, is followed by a **ce** or **ci**, in which circumstance **c** represents /s/; obviously one of the /s/ sounds will be lost. (We say (ek sept'), not (eks sept').)



cross (kros) **1** a stick or post with another across it like a T or an x. **2** the Cross, the cross on which Jesus died. **3** any thing, design, or mark shaped like a cross: *A cross is the symbol of the Christian religion. A person who cannot write his name makes a cross.* **4** mark with a X. **5** set or lay across; put one thing across another: *He crossed his arms.* **6** move from one side to another; go across: *to cross a bridge.* **7** mix breeds of animals or plants: *A new plant is sometimes made by crossing two others.* **8** the result of such mixing: *A mule is a cross between a horse and a donkey.* **9** hinder; oppose: *If anyone crosses him he gets very angry.* **10** in a bad temper. **1**—**3**, **8** n., **4**—**7**, **9** v., **10** adj.

Extending Your Spelling Skills

1. A dictionary gives the *meanings* and pronunciations of words. Most words have more than one meaning. The different meanings help us to understand words better and to use them correctly.

Read these sentences. Note that the word cross is used in each one. Look at the entry for cross at the left. Find the meaning that fits each sentence. Write the sentence number, the word cross, and the number in the entry that gives the meaning as used in the sentence.

1. She marked the box with a cross. 3
2. A mule is a cross between a donkey and a horse. 8
3. He won't speak because he's cross. 10
4. Be sure to cross the road carefully. 6

2. Copy this chart in your notebook.

Write the missing words. Use a dictionary to check the irregular forms.

Base word	ed or irregular form	ing form
_____	_____	drying
_____	spied	spying
_____	crossed	_____
carry	_____	_____
_____	_____	flying
buy	_____	_____

3. Complete these /i/ words with the correct letter or letters.

den_	sp_	Ch_ nese
magp_	fl_	l_ brary
dr_	_ dea	t_ rant

Extending Your Spelling Skills

Exercise 1: As in all dictionary exercises, this one could be extended, either by providing other groups of sentences containing the same word used with different meanings, or by having pupils check the dictionary for other meanings when they encounter a word in an unfamiliar context. At this point, the words chosen should not be homographs, that is, words of the same spelling whose differences in meaning arise from their different derivations, but rather words like burn, end, knot, or plant.

Exercise 2: Remind pupils that they must make all necessary changes in the base word when they are either adding or taking off endings.

Exercise 3: Make sure that pupils know what the complete word is in each case by reading through the exercise first. The aim is to find the correct spelling, not to guess what the words are, and some pupils may not have magpie or tyrant in their reading vocabulary.

4. Help Wonder Worm proofread this paragraph.
Rewrite it correctly in your book.

June didn't like ^{airplanes} ~~airplains~~,
so she ^{carried} ~~rode~~ her ^{motorcycle} ~~motersycle~~.
She ~~carried~~ her belongings ^{stopped} ~~anywhere~~ ^{where}. She ~~stoped~~
~~anywere~~ ^{where} the gas
was ^{cheap} ~~cheep~~. The first night
she had a supper of
~~crabb~~ ^{crab} and ~~dried~~ ^{dried} fruit. ^{except}
She camped at night ~~ex~~
~~sept~~ when it rained.

5. Complete these sentences with list words.

- Some responses: 1. I went into the ^{bathroom} to get a towel to ^{dry}
my hair.
2. Many ^{airplanes} ~~carried~~ food and supplies to help the
^{earthquake} victims.
3. I was ^{buying} a ^{pie} for supper that ^{cost} me
all my pocket money.
4. On a ^{motorcycle} you can travel ^{anywhere} ~~except~~
the sea.

6. Fill each blank with either e, s or k.

mu SiC exCept eSCape
de SCribe basKet motorCyCle
sCene physiCs Cottage

Unit Test

How many words did you spell correctly?
Did you misspell a word on both the Pretest and the Unit
Test?
Be sure to record your score.

47

Unit Test

Exercise 4: Allow competent proofreaders to do this exercise independently. Go over it orally with the remainder. Have them find the spelling errors, explain how they are incorrect, and then give the correct form. When all the words have been corrected, they may then write the correct version in their notebook.

Check the pretest and final test results to find out whether any pupils made the same mistakes in both tests. If this is the case, check their diagnoses of the pretest error. If they are all correct, then suggest that pupils use the five-step study methods on their difficult words.

Remind all pupils to proofread what they have written for errors in copying from the book.

Unit 11

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and consolidate the following spelling patterns: /ē/ — ea (neat), ee (sleep); /e/ — e (led), ea (head); vowel + r /är/ — ear (heart); /zhər/ — sure (creature);
- To demonstrate an understanding of the term *suffix*.

Pretest

Dictation

The players sat on the bench.
The band leader waved his baton.
Where are you leading us?
Malik is leaving school this year.
Buy a season ticket for the bus.
Pita likes the fall and winter seasons.

Doctors can now repair most heart defects.

The tornado was heading north.
Are there creatures living in outer space?

Three horses led the parade.
You keep a very neat desk!
It takes will power to eat just one peanut.

Edan cannot reach that book.
This stream runs into a swiftly flowing river.

The owl sleeps during the day.
Kaman gave her a bunch of roses.
There may be treasure in the sunken ship.

That hotel is already full.

11



Study Helps

bench
leader
leading /ē/ - ea
leaving creatures
season heat
seasons stream
heart peanut
heading reach
creatures leader
led /e/ - ea
neat heading
peanut treasures
reach already
stream
sleeps
bunch
treasure
already

Pretest

How many words did you spell correctly?
If you misspelled a word, find out how and why you made the mistake(s).

- Make two columns in your notebook. Label the first column /ē/ spelled ea; label the second column /e/ spelled ea.

Write each of these words in the correct column.

heading	treasure	peanut
creatures	already	reach
neat	sleeps	leader
stream	season	leaving

- Say and write the word heart.
What vowel + r sound combination do you hear? /är/
Look at the pronunciation: (härt)
Circle the letters that spell /är/. heart
The only two other words that spell /är/ with the letters ear are hearth and hearken.
- Write the two list words in which /e/ is spelled e.
bench led
- Add the ing ending to each of these base words:
lead leave head
leading leaving heading
In which base word did you make a change before adding the ending? leave
- Say and write the word season.
How many syllables are there? two
What consonant sound does the second s spell? /z/
bench creatures /zh/ treasure /z/ season seasons
- Say and write the list words in which you hear /ch/, /zh/ or /z/.

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Study Helps

Exercise 1: The vowel digraph ea is commonly used to spell /ē/; its use for /e/ is limited to some sixty or so words. Pupils could be encouraged to list the /e/ spelled ea words in their spelling notebook as they come across them.

Draw the pupils' attention to already. Ask them for the meaning of the word and, if necessary, distinguish it from all ready, by some such pair of sentences as:

It's already midday.

Are we all ready to go now?

Finally, remind them already is one word and has one l.

Exercise 2: Impress on pupils the rarity of the ear spelling of /är/. Ask what the usual spelling is.

Exercise 3: The spelling of led, the past form of lead is often confused with its homophone lead. Draw pupils' attention to the spelling of led and make sure that they connect it with the verb lead (lēd).



7. Say and write the word creatures.
 How many syllables do you hear? two
 Write the word in syllables. crea tures
 Look at the pronunciation: (krē'chərz)
 Pay careful attention to the pronunciation of the second syllable, and notice how it is spelled.
 You may need to use the five-step study method with this word.

Say and write the list words in which /ch/ is spelled ch.
reach bench bunch

8. Say and write the list word that has the suffix er.
 Write its base word. leader lead

Say and write the other list word that has the same base word. leading

9. Say and write the word treasure.
 Look at its pronunciation: (trezh'ər)
 Say the word again and listen carefully for /zh/.
 Circle the letter that spells /zh/. treasure

10. Say and write the list word that is a compound word.
 Draw a line between the base words. pea|nut

11. Match these clues with list words:



- begins with /t/ and has /zh/ treasure
- You hear /är/. heart
- has /v/ in it leaving
- has three consonant letters at the beginning stream
- has both /s/ and /z/ season
- has /ch/ that is spelled t creatures

The letters ea may spell: /ē/ as in season,
 or /e/ as in treasure.

Exercise 5: Make sure that pupils realize that however reduced the final vowel of season may be, it is still a vowel and, hence, is, with its accompanying consonants, a syllable.

The second s, occurring between two vowels, commonly represents /z/.

Exercise 7: The special pattern in which /ch/ occurs is the fairly common ending **-ture** (from the Latin **-tura**), which is now pronounced /chər/ as in creature.

Other familiar words that have this spelling pattern are picture, furniture, future, nature, adventure, etc. Ask pupils for the base word from which creature is formed.

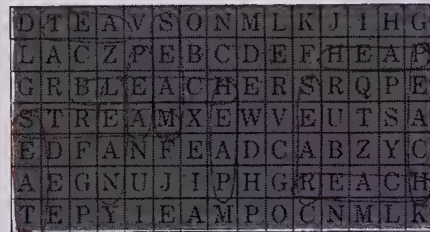
Exercise 8: Ask pupils to explain the function of this particular suffix and to give other examples of its use.

Exercise 9: The word treasure is one of a very small group of words ending in /zhər/, spelled **sure**. Other commonly occurring examples are measure, pleasure, leisure and exposure.

Extending Your Spelling Skills

/ē/-ea
across: tea
 heap
 bleach
 stream
 reach
down: sea
 lean
 pea
 sea
 heap
 ear
 peach

1. In this puzzle, find the words in which /ē/ is spelled ea. The words can be found by looking from left to right and from top to bottom.



2. Say and write these ture words. Listen for the pronunciation of ture.

furniture mixture fracture
 puncture future torture

Write some other words that end with ture.

feature fixture departure creature

3. Say and write these sure words. Listen for /zh/.

measure pleasure enclosure

Write some other words in which the final syllable is sure.
 treasure leisure

4. Your teacher or friend will dictate this paragraph.

Our leader said that he'd leave a trail of peanuts for us to follow. He further added that the trail of peanuts would lead us to a secret treasure. He then scooped the bunch of peanuts from the bench and headed for the woods. Before we could say "pop goes the weasel," we were on all fours looking for the peanuts. We really looked funny.

After you have checked your writing, write an ending for this interesting game. *Individual responses*

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Extending Your Spelling Skills

Exercise 1: If you have pupils who are unfamiliar with this type of puzzle, you could help them find the words tea (across) and sea (down) to show them how to solve it.

Suggest that, if any pupil finds an **ea** word that is unfamiliar, he/she should check it by consulting a dictionary.

Exercises 2 and 3: Pupils should, again, use a dictionary to check the meaning of any word that is unfamiliar to them.

Exercise 4: Read the complete passage to pupils first, so that they will be able to use contextual clues to help them to remember the sentences and identify the words. Some of the sentences are too long for pupils to remember as a whole and will have to be broken down into two or three parts, avoiding word-by-word dictation.

Remind pupils to proofread their writing for punctuation as well as spelling. They should remember the apostrophe in the first

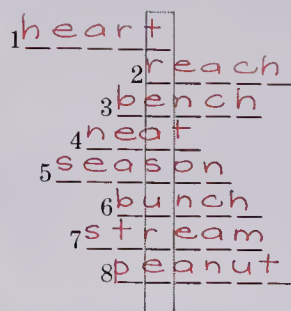
sentence, but whether they can handle the comma and the inverted commas will depend on the written language course they have been following.

Make arrangements for pupils to share their stories.

5. Copy the word pole in your book.

Use the clues below to write the missing list words on the word pole.

If all your spellings are correct, the word in the pole will mean "something precious."



1. "I want to listen to your _____," said the doctor.
2. I couldn't _____ the highest apple.
3. We sat on the _____ in the park.
4. You must keep your room _____ and tidy.
5. Spring is the _____ for sowing.
6. Shall we take a _____ of grapes too?
7. We had a drink by the cool, mountain _____.
8. I gave my last _____ to the monkey.

6. Wonder Worm wrote these sets of three rhyming words. Proofread Wonder Worm's work and rewrite the lists correctly.

(The misspellings are list words only.)



1. reaps	sleeps	heaps
2. reason	season	treason
3. cart	dart	heart
4. feet	beet	meet
5. hunch	munch	branch
6. cream	deem	stream
7. bedding	wedding	hedding
8. pleasure	measure	treasure
9. heaving	leaving	wearing
10. preachers	creatures	bleachers

Unit Test

How many words did you get right on this test?

Which words did you find difficult?

Be sure to record your score.

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Unit Test

Exercise 5: Some pupils may be encountering a word pole for the first time and therefore may need help to copy the pole into their book and to solve it.

Remember to dictate the words in a different order from that used in the pretest.

Check pupils' self-correction so that you will know what kind of mistakes each pupil tends to make, which mistakes are common to many pupils and, hence, what kinds of review are necessary.

Unit 12

Objective

To review and extend the use of those high-utility words listed in Units 7-11.

Enabling Objectives

- To apply the knowledge of spelling principles when adding **s**, **es**, **ed**, **ing**, and **ly** to a base word.
- To apply knowledge of the following sound-symbol combinations in writing words:
 /ü/ — **oo** (room), **o—c—e** (lose);
 /ā/ — **ai** (bait), **a—c—e** (ape);
 /ē/ — **ee** (breeze), **ea** (lead);
 /är/ — **ear** (heart).
- To review and consolidate understanding of the concepts *suffix*, *synonym*, *antonym* and *compound word*.

Looking Back

Since this is a review unit, no pre-test is suggested. Pupils should spend time in this unit reviewing and re-studying the words in their problem lists. You may wish to arrange individual pretests by having pairs of pupils dictate each other's problem lists. The results will guide pupils to the words and spelling generalizations that they should concentrate on in this review unit.

You may need to individualize the activities by assigning only certain activities to some pupils.

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2. Base word

puzzle
stand
sing
lose
bench

Plural form
sandwiches
shouts
bores
monkeys
stands
D.N.F.
meets
D.N.F.
wolves

ing form
sandwiching
boring
monkeying
puzzling
standing
meeting
losing
wolfing
benching
ed or irregular form
sandwiched
shouted
bored
monkeyed
puzzled
sang
met
wolfed
benched



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Looking Back

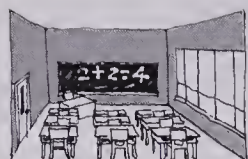
- Check the list of words you misspelled in Units 7—11. For each word in this list:
 - Say the word.
 - Is the word spelled according to the way it is pronounced?
 - Which part(s) of the word might you expect to cause a problem(s) when spelling it?
 - Use the Study Method with each word.
- Copy this chart in your notebook. Fill in the missing words in the chart. In the spaces where no word fits, write D.N.F. (Does Not Fit). The first one is done for you.

Base word	Plural form	ing form	ed or irregular form
shake	D.N.F.	shaking	shook
sandwich			
shout		shouting	
bore			
monkey			
	puzzles		
			stood
		singing	
meet			
			lost
wolf			
	benches		

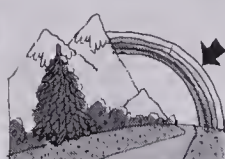
If you have a special group of pupils who seem to need extra help, conduct the exercises orally with them and have them write and check their responses under your direct supervision.

Exercise 1: You may have to help individual pupils to diagnose the causes of their misspelling — faulty articulation, deficient auditory discrimination, confusion regarding sound-spelling relationships, or simple failure to study systematically. Give appropriate remedial work in these cases.

3. Match these pictures with list words.
What are these words called?



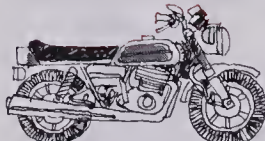
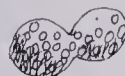
classroom



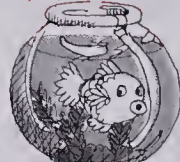
rainbow



homework



motorcycle



goldfish



sailboat



earthquake

4. Do you remember Porta's code? If not, refer to Unit 8.

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Decode the message.

GURF CLVA GURF NVYO BNGJ VYYO
RYRN IVAT GURF GERN ZJVG UUVF
ZNGR

5. Your teacher or classmate will dictate these sentences:

1. We carried a basket loaded with bottles of pop and peanut butter sandwiches.
2. I was especially puzzled by the shaking sensation that reminded me of an earthquake.
3. The map showed arrows leading to the stolen treasure.
4. She thanked the doctors with a lovely bunch of flowers that were in season.
5. The teams changed sides after the first period.

Proofread your sentences for spelling and punctuation.

Exercise 2: You could ask pupils to circle the irregular forms in addition to filling in the missing words.

The completed chart could be examined and discussed to show how many words may double as noun and verb. Some may know about cedar shakes; most will have come across milkshakes. The word sandwich can be a verb, as in "I found my homework sandwiched between two library books." Pupils may even admit to being warned not to monkey around in the kitchen or garage.

The discussion could be used to review and extend pupils' operational, but not necessarily formal, grasp of literal and metaphorical uses of words.

Exercise 5: This dictation could be given a sentence at a time since it is not a passage of connected prose.

Read all five sentences once with normal intonation and at a normal pace. Then read each sentence again with normal pace and intonation, encouraging the pupils to write the complete sentence. If you find pupils cannot manage, try breaking the sentence into meaningful word groups:

We carried a basket/ loaded with bottles of pop/ and peanut butter sandwiches.

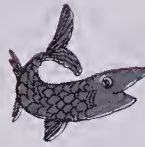
6. Read these dictionary pronunciations and write the list words in their regular spellings.

lose (lüz) (āp) ~~ape~~ ^{classroom} (klas' rüm') (härt) ~~heart~~
 bait (bāt) (brēz) ~~breeze~~ ^{rainbow} (rān' bō') (kros) ~~cross~~
 pie (pī) (sum' wer') ~~somewhere~~ (lēd) ~~lead~~ (ērth' kwāk) ~~earthquake~~



7. Say these base words. Write only those to which you can add the suffix *ly*. Beside each base word, write the *ly* form.

lovely
especially
costly
quietly
crossly
nearly
neatly
finally



stand
love
eat
fish
especial
cost
quiet
cross
near
neat
final
reach



SHH.

8. Use these clues to write matching list words:

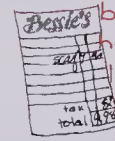


spy — one who gets secret information
dry — the opposite of soaked

earthquake
crab



lovely — a synonym for beautiful
boring — an antonym for interesting
heart — the part of the body that pumps blood
leader — an antonym for follower
season — one of the four periods of the year
cost — the price paid for something



9. The words below from the last five units may be difficult to remember. LOOK at each of them carefully. SAY it aloud to yourself. Then COVER the word, WRITE it and CHECK your spelling.

especially	except	motorcycle
finally	earthquake	anywhere
somewhere	quietly	creatures
treasure	seasons	wolves

Exercise 6: You might ask pupils how they could identify the compound words without saying them or even reading the letters.

Exercise 8: Make sure that pupils understand the terms *synonym* and *antonym*. If any do not know them, give an explanation followed by a short exercise based on common words:

<i>synonym</i>	<i>antonym</i>
right/correct	right/wrong
big/large	big/small
heavy/weighty	heavy/light
wide/broad	wide/narrow

Exercise 9: This exercise furnishes an opportunity to review the five-step spelling procedure:

Look at the word, letter by letter from beginning to end; then close your eyes and try to "see" the whole word in your mind's eye.

Say the word carefully with normal pronunciation; then say it again, syllable by syllable, making sure that none is left out.

Cover the word.

Write the word.

Check the spelling, letter by letter with the word in the list.

If you have spelled the word correctly, write it once or twice more, checking each time, to fix it in your memory once and for all. If you have misspelled the word, start again from the beginning. It is important to go through all the steps in the learning process since you cannot know which one is the weak unit.

10. Proofread Wonder Worm's story beginning for spelling, punctuation and capitalization. All punctuation and capitalization have been left out. Rewrite the story beginning correctly.



We ~~we~~ ^{quickly} ~~crossed~~ ^{carried} the stream ~~the~~ ^{basket} ~~leader~~ ^{carefully} ~~carried~~ ^{because} the basket ~~especially~~ ^{because} ~~carefully~~ ^{treasure} ~~it~~ ^{he} ~~held~~ ^{told} the treasure ~~he~~ ^{ahead} ~~told~~ ^{suddenly} ~~our~~ ^{shouted} ~~spy~~ ^{strange} to walk ~~shed~~ ^{creatures} ~~ahead~~ ^{Our} ~~suddenly~~ ^{leader} ~~he~~ ^{stopped} ~~shouted~~ ^{stopped} a warn-
ing. ~~He~~ ^{how} ~~had~~ ^{did} ~~spotted~~ ^{they} strange ~~creatures~~ ^{Who} ~~Our~~ ^{Who} ~~leader~~ ^{Who} ~~stopped~~ ^{Who} ~~stopped~~.
He ~~was~~ ^{know} ~~puzzled~~ ^{stream} ~~how~~ ^{Who} ~~did~~ ^{Who} ~~they~~ ^{Who} ~~know~~ ^{Who} ~~about~~ ^{Who} ~~this~~ ^{Who} ~~stream~~ ^{Who} ~~who~~ ^{Who} ~~had~~ ^{Who} ~~betrayed~~ ^{Who} ~~us~~ ^{Who} ~~?~~ ^{Who}

What happened next?

Finish the story. *Individual responses*

11. Answer these questions with complete sentences.

Use as many list words as you can. *Individual responses*

1. Why do you think it's true?
2. What did you find especially interesting?
3. What plans do you have for the day?

Proofread your sentences for spelling and punctuation.

12. These sentences sound silly. But they won't if the letters of one word in each sentence are rearranged. Write the "incorrect" words in your book. Beside each, write the correct word. (Hint—all the words are list words!).

1. It was too late to apply the breaks. *brakes*
2. I've never met such rough meats before. *teams*
3. The net kept out those pesky files. *flies*
4. Now that we're lost, who will deal? *lead*

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Exercise 10: As in all exercises of this type, the really important part is the proofreading.

Pupils who are both competent proofreaders and competent writers could be allowed to do the exercise independently. Go through it orally with the remaining pupils.

Once the problem of misspellings has been dealt with, the punctuation has to be tackled. Have pupils try to read the passage aloud, noting where they paused and what

happened to the pitch of their voice. In most cases, overrunning the end of the sentence will sound ridiculous so that the divisions can be identified by these means.

Exercise 11: The natural tendency to produce sentence fragments must be discussed. Most questions occur in oral communication where context, body language, intonational patterns and gesture all serve to eke out meaning. Remind pupils that written answers have to stand alone without the prop of the question.

Review Test

You may wish to select from the previous five units certain words that present particular problems as a test for all pupils. If you did this in Unit 6, and had the pupils record their results, continue the procedure with this unit.

Special Unit: Science Words

Objectives

- To provide diversity in the regular program.
- To develop an awareness that each subject has its special vocabulary.
- To learn to spell frequently occurring words connected with science.

Teaching Suggestions

This is another independent unit like the previous one on mathematics words, and may be studied at any time. Its value is in the large number of words commonly heard by pupils in school, on television and radio programs, and in science films. The sixteen words studied in this unit will add to pupils' writing vocabulary in science.

Exercise 1: Have pupils read the words aloud first. Make sure that they can say the words with the standard pronunciation, clearly and without omitting syllables. Allow them to complete this exercise using a dictionary to find the meaning of any unfamiliar words. Discuss the words to help pupils develop some idea of the scientific concepts involved.

Exercises 2, 3 and 4: The words studied in these three exercises demonstrate three essential points:

1. In normal speech syllables are often lost; in writing they must all be inserted.

Science Words

contaminate	constellation	seismograph	respiration
acceleration	heredity	protein	meteorologist
molecules	thermostat	humidity	radiation
soluble	insulate	ligament	virus

1. Match these meanings with list words:

- the passing down of mental and physical qualities from parents to children **heredity**
- the amount of moisture in the air **humidity**
- a person who studies the atmosphere and weather **meteorologist**
- an instrument for recording earthquakes **seismograph**
- very small particles **molecules**
- a group of stars **constellation**
- a band of strong tissue that connects bones **ligament**
- a substance that causes certain infectious diseases **virus**
- the process of giving out light or heat **radiation**
- that can be dissolved **soluble**
- breathing **respiration**
- an increase in speed **acceleration**
- pollute **contaminate**
- prevent loss of heat by filling spaces with special material **insulate**
- a device for controlling temperature **thermostat**
- something we must eat each day **protein**

2. Say this picture word. **meteorologist**

How many syllables are there? **six**

Look at its pronunciation: (mē' tē' ə' rɒ' l ə' jɪst)

Say the word again carefully. Write it.

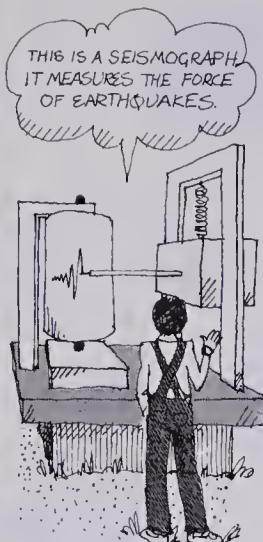
Use the Study Method to help you learn this word.



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2. Many words of four or more syllables have primary and secondary stressed syllables.
3. In the stressed syllables, the vowels retain their quality; in the unstressed, they are reduced to /ə/, sometimes /i/.

Pupils might also be interested to learn that most science words have been introduced into the language mainly from Greek and Latin during the last four hundred years. As a result they have retained many of their original forms with very little change.



3. Say and write this word: (sīz' mə graf')
- What vowel sound do you hear in the first syllable? /ī/
- How is it spelled? **ei**
- How is /ə/ spelled in the unstressed syllable? **o**
- Underline the letters that spell /f/. **seismograph**
- Say and write the other list word that has the letters ei. **protein**
- What vowel sound do they spell? /ē/

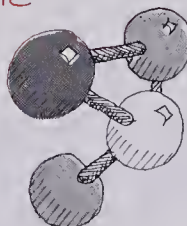
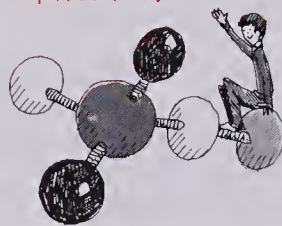
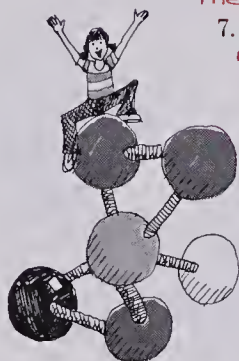
4. Say the word contaminate.
- Write it in syllables. **con·tam·i·nate**
- Look at its pronunciation: (kən tam' ə nāt')
- How is /ə/ spelled in the unstressed syllables? **o i**
- Say and write the other list word that has the same final vowel sound and spelling pattern. **insulate**

5. Write the list words that were formed from these base words:
- acceleration** **humidity** **radiation** **respiration**
 accelerate humid radiate respire meteor

Circle the words in which the base words were not changed when a suffix was added.

6. Write all the words that can be formed by adding suffixes to these words: **Some examples:**
- meteorite** **contamination** **insulator** **radiator**
 meteor contaminate insulate radiate
meteorology **contaminated** **insulated** **radiation**

7. Write these list words in their regular spelling. **radiated**
molecules **acceleration** **virus**
 (mol' ə kyūlz) (ak sel' ə r ə' shən) (vīr' əs)
 (res' pə rā' shən) (sol' yə bəl)
respiration **soluble**



Exercises 5 and 6: Note that accelerate, radiate, insulate and contaminate all have the suffix **-ate**. Respire came into English through Mediaeval French and lost its Latin **-ate** suffix, but that ending is restored before adding the **-ion** noun marker, hence, respiration. Humid has the Latin suffix **-id**, also seen in acid, horrid, timid, etc. Meteor is from a Greek base meaning "atmospheric phenomena."

Exercise 7: The dictionary pronunciation symbol (yü) found in the word molecules corresponds to the sound symbol /ū/ as in cute and has the same spelling pattern **u — consonant — e**.



Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To recognize words that need an initial capital letter and to apply this knowledge in writing specific place names.
- To identify irregular spelling patterns that need special attention.
- To develop the concepts *proper noun* and *proper adjective*.
- To review and consolidate the following sound-spelling patterns: /k/ — **ch** (dock); /ō/ — **ow** (low); /n/ — **kn** (knee).

Pretest

Dictation

We are proud of our Canadian flag.

My mother has some new French perfume.

Our English class is studying a play by Shakespeare.

How would you like to live in Regina?

The Americans are our good neighbors.

The weather in April is unpredictable.

Olive's birthday is in March.

February is usually Canada's coldest month.

Lightning struck the barn.

The entire ship's crew were at the party.

Our ship will dock in Halifax.

We swam under the low bridge.

The tow truck took our car to the garage.

Canadian

French

English

Regina

Americans

April

March

February

struck

crew

dock

low

tow

knock

knees

block

Wednesday

coming

Pretest

How many words did you spell correctly?

List the words you found difficult in your spelling record.

Study these words.

Study Helps

- Say and write the list words that begin with capital letters.

Why are these words capitalized?

They are proper names.

Other than for the names of places, people or things, when would a word be capitalized?

- Say the word February.

Write it in syllables. Feb-ru-ary

Look at its pronunciation: (feb' rū er' ē)

Look at the word you have written.

Pronounce each syllable clearly and slowly.

COVER the word. WRITE it. CHECK it.

Were you right? If not, try again.

- Say and write the list words in which the final consonant sound is /k/.

Circle the letters that spell /k/.

Say and write the list words in which the initial consonant sound is /k/.

How is /k/ spelled in these words?

- Say and write the list words that have /ō/.

How is /ō/ spelled in these words?

- Say and write these list words:

dock knock block coming

What vowel letter is common to all these words?

Circle the word in which the letter o does not spell /o/.

What vowel sound does o spell in this word?

A thunderous knock on the door frightened us.

She skinned her knees when she fell.

Our house is a block away from the lake.

On Wednesday Niki and I are going to the movies.

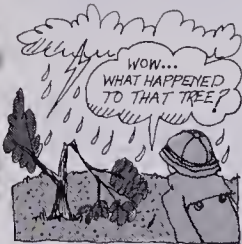
Jong's uncle is coming to visit us this summer.

Continue to help pupils avoid anxiety and tension when writing the pretest by assuring them that no stigma or blame is attached to the result of the test, and that the records they keep are to help them mark their progress.

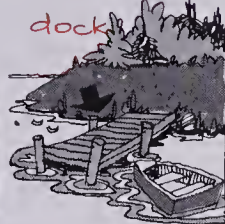
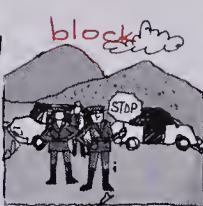
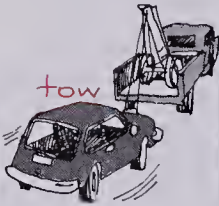
If pupils show competence in self-correction, write the full list of words on the chalkboard in a column or have pupils use the word list in their texts. The advantage of writing the list on the chalkboard is that it provides an opportunity for emphasis or comment on particular words and particular spelling features. Make sure that pupils check each word carefully as you circulate among them to supervise the procedure.

Be sure that pupils continue to examine each error they make in order to help themselves in their study of each word. Help their

6. Say and write the word Regina.
Underline the letter that spells /i/.
Circle the letter that spells /j/.
Which letter spells /j/? g
7. Say and write the list word that is formed from the word Canada. Canadian
Use your study method to help you learn to spell this word.
8. Use each picture clue to write a list word.

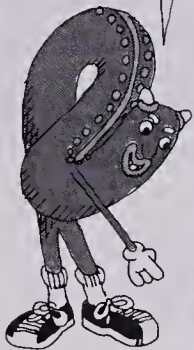


struck



9. Say and write the word Wednesday.
How many syllables did you hear—two or three? two
Look at its pronunciation: (wenz' dā)
Use the study steps with this word.

Remember



10. Say and write three list words in which /z/ is spelled s.
Americans knees Wednesday
Say and write the list word in which /s/ is spelled s.
struck
11. Say and write the two list words in which the initial consonant sound is /n/. Knees Knock
Circle the letters that spell /n/.

A name of a place, person, month or day begins with a capital letter.

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terms girl, boy, teacher, parent are not. Develop from this idea comparisons such as:

day — Dominion Day, Monday; month — August, Safety Month; country — Canada, Austria, China; city — Regina, Ottawa.

Ask pupils to give other examples of names that are capitalized and continue to develop the distinction between specific and general names.

Exercise 2: The pronunciation of February may show considerable variation but suggest to pupils that however they say the name of this month, they should always think of it as (feb' rū er' ē) so that they will remember how to spell it.

Exercise 3: You could use this exercise as another exercise in forming generalizations. The words in the list show the spelling for a final /k/ as ck. Have pupils think of other words that end in /k/ and, by comparing spellings, have them formulate a hypothesis concerning the spelling of a final /k/.

Exercise 10: Have pupils note that /s/ is always spelled s initially and in blends, as in struck.

Exercise 11: Point out to pupils that the k in an initial kn was regularly pronounced in Old English as it still is in German. The number of words with this spelling is limited, but many of them are commonly used, for instance, know and its derivatives, knife, knit, knot, knuckle, etc. Suggest that pupils collect these words and list them in their spelling notebook.

analysis of errors by suggesting they locate the error. Was it at the beginning, in the middle, or at the end of the word? Did it involve the vowel(s) or the consonants?

Study Helps

Use the observed errors of pupils to help in individualizing the work in Study Helps.

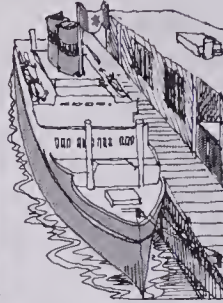
Assign exercises on the basis of the diagnosis of errors in the pretest.

Exercise 1: If there are pupils whose grasp of capitalization is shaky, review the concept with

them. Develop with pupils the notion that some words are used to refer to special or individual persons, places, events, etc., and that others are used with general names for persons, places and things. Start with pupils' names. Discuss with pupils the ordinary (or common) names shared by all members of a group like girl, boy, teacher and special (or proper) names like Lisa, Steve or Ms. Sandor. Elicit from pupils the generalization that their given and family names, because they belong to individuals, are capitalized, whereas the general

Extending Your Spelling Skills

1. Use the ideas in each of these pictures to write two or three sentences. Use as many list words as you can.



Individual responses

2. Your teacher or classmate will dictate this paragraph.

I arrived in Regina on a cold February morning. Everything was covered with snow and the houses looked like huge blocks of ice. Tow trucks were everywhere. A car skidded and struck a pole. A crew of workmen was sanding the streets. It was my first Canadian winter, and I couldn't wait for April to come.

Proofread your work for spelling, punctuation and capitalization. *Individual responses*

3. Find the list word in each of these *word squares*. You can move in any direction *except* diagonally, and you must *not* skip a square.

A	C	I
N	A	R
S	M	E

Americans

D	E	W
N	D	A
E	S	Y

Wednesday

4. Try to spell the names of the other nine months that are not included in your word list. Check your spelling with a calendar.

60

Extending Your Spelling Skills

Exercise 1: Writing exercises such as this are provided to give pupils an opportunity to use in context the list words that they have been studying. For this reason it would be prudent to discuss the pictures with pupils to ensure that they can find pictorial references to list words and so incorporate them in their writing.

Exercise 2: Remember to read connected passages in their entirety before dictating single sentences.

Exercise 3: If pupils have problems with the word squares, do one with them. Explain that they may start with any letter, in the centre or round the edges.

5. Proper nouns

Spain
England
France
Wales
Germany
Netherlands

Proper adjectives:

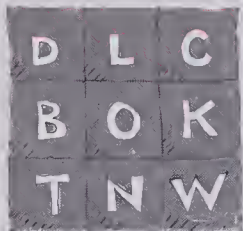
Canadian
Swedish
Polish
Norwegian
Israeli
Scottish
Japanese
Irish

5. Words like Canada and France are called *proper nouns*. They begin with a capital letter.

Words like Canadian and French are called *proper adjectives*, and also begin with a capital letter.

Copy the following table into your notebook and complete it. If you are not sure about the spelling, check with a dictionary or encyclopedia.

Proper nouns	Proper adjectives
Canada	_____
_____	Spanish
_____	English
Sweden	_____
Poland	_____
_____	French
Norway	_____
Israel	_____
_____	Welsh
Scotland	_____
_____	German
Japan	_____
_____	Dutch
Ireland	_____



6. This word maze contains five list words and at least ten other words. Find them and write them in your book. Remember that you can start with any letter and move in any direction, one square at a time. But you must not skip a square.

dock low knock block tow

Unit Test

How many words did you get right on this test?
Which words did you still find difficult?
Be sure to record your score.

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Unit Test

Remember to dictate the words in a different order from that of the list.

Try to find time to discuss individual pupils' test results, particularly with those pupils who have made many errors. Discuss their own analysis of their errors and make sure that difficult words are recorded correctly in their charts and special lists. Try to emphasize that we learn from our mistakes, particularly if we examine the words carefully to see where the mistake occurred, then write the word correctly, and finally study it.

Exercise 5: This exercise is an extension of the work done in Study Helps, exercise 1, with the introduction of the technical terms, *proper nouns* and *proper adjectives*. In this case, all the words refer only to countries and their inhabitants or products.

While the proper adjectives in this exercise all have an initial capital letter, this is not always the case. If the adjective is intended to refer specifically to the country of origin it always has a capital letter, but if the reference is not specific

then a small letter is used. Thus, a Spanish onion comes from Spain but a spanish onion is a particular variety of onion that could be grown anywhere, similarly india(n) ink, china plate, french dressing, and so on.

However, usage, while tending towards the use of a small letter, is divided. It could be a research project for some of the better spellers to examine the practice of newspapers and magazines.

Unit 14

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the indeterminate vowel /ə/ or schwa.
- To recognize that /ə/ occurs only in unstressed syllables and may be represented by any letter.
- To recognize that /i/ may occur in unstressed syllables.
- To hear and identify the prefix /eks/ spelled **ex**.
- To review and consolidate the spelling **ture** for the suffix **-ture**.
- To review and consolidate the following vowel + r spelling patterns: /ôr/ — **ore** (explore); /är/ — **ar** (carpet); /chər/ — **ture** (pasture); /ür/ — **ur** (plural).

Pretest

Dictation

Angeliki's business is a great success.

The plane flew above the storm.

Let's explore those caves.

The expedition travelled farther into the forest.

Damek is the fastest runner on the relay team.

A craft lesson is held every Tuesday.

The discolored carpet had to be replaced.

Wait a moment, please.

Adesina has a gentle nature.

The pasture was flooded in the storm.

Kerwin wore a black velvet suit.

Aziza is telling the truth.

14

business
above
explore
farther
fastest
craft
carpet
moment
nature
pasture
velvet
telling
listen
jacket
saddle
plural
having
laughing

above
nature
listen
plural
saddle
moment

Pretest

How many words did you spell correctly? If you misspelled a word, look carefully to see where and why you made your mistake(s). List the words you found difficult in your spelling record.

62



Study Helps

1. Say and write these words:

above	nature	listen
plural	saddle	moment

In each word, mark the stressed syllable.

What vowel sound do you hear in the unstressed syllable? /ə/

Check the pronunciation of the above words:

(ə bəv')	(nā' chər)	(lis' ən)
(plūr' əl)	(səd' əl)	(mō' mən)

Notice that the vowel sound in each unstressed syllable is the *schwa* sound — /ə/.

Write the words again. In each word, circle the letter that spells /ə/.

Notice that the schwa sound is spelled with different letters.

2. Write the words that match these pronunciations.

(kär' pit)	(vel' vīt)	(eks plôr')
<u>carpet</u>	<u>velvet</u>	<u>explore</u>
	(jak' it)	(pas' chər)
	<u>jacket</u>	<u>pasture</u>

Three of these words have /k/. Circle the letter or letters in each word that spell /k/.

Three words have /i/. Underline the letter that spells /i/.

3. Say and write the word *business*.

How many syllables do you hear? two

Look at its dictionary pronunciation: (biz' nis)

Write the word again.

Circle the letter that spells /z/. business

Underline the letters that spell /s/. ness

Listen carefully to my instructions.
Please take my jacket to the cleaners.

Pokii helped to saddle the horse.

The plural of sheep is sheep.

Ron is having a birthday party.

The children were laughing at the clowns.

Exercise 1: The introduction of the term *schwa* and the symbol /ə/ enables dictionaries to rationalize the long-standing problem in representing the pronunciation of a vowel in an unstressed syllable. The schwa is undoubtedly the most commonly occurring vowel sound in the language, and the one that presents the greatest problem in learning to spell.

The emphasis at this point in the program should be on the fact that although /ə/ has replaced the

telling - tell
having - have
laughing - laugh

4. Say and write the list words that have the ending *ing*.
What are the base words? In each list word, is the spelling of the base word changed? *Only have is changed.*
5. Say and write the word *explore*.
What sounds does the letter *x* spell?
Look at its pronunciation: (eks plôr')
What vowel + *r* sound combination do you hear in the /ôr/ second syllable? How is it spelled? *ore*

6. Say and write the list words in which the second syllable is pronounced /chər/. *pasture nature*
Circle the letters that spell /chər/.

7. Write a list word that is another form of *far*. *farther*
Read these sentences. Pay attention to the way in which the underlined words are used.

I walked far.

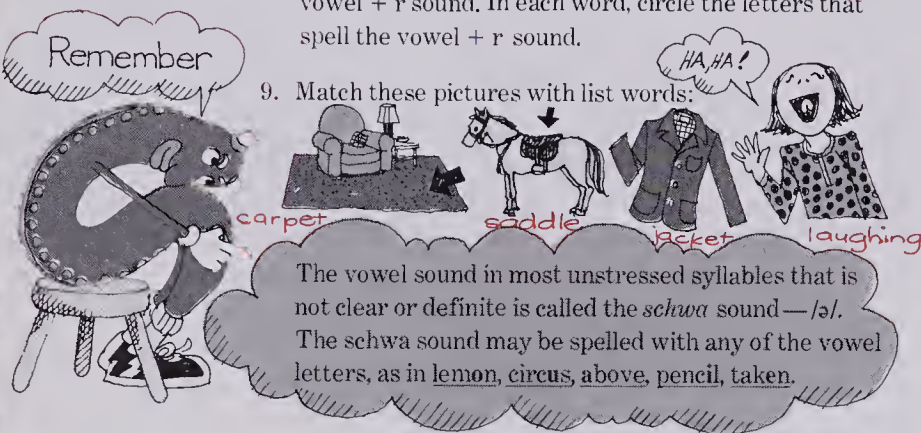
He walked farther than I did.

- Write a list word that is another form of *fast*. *fastest*
Underline the suffix that was added to *fast*.

Write a sentence using both *fast* and *fastest*.

8. Say and write all the list words in which you hear a vowel + *r* sound. In each word, circle the letters that spell the vowel + *r* sound.

9. Match these pictures with list words:



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Exercise 3: Business is a different word on two counts; first, the spelling **u** for /i/ is restricted to business and its cognates, busy and busyness, and second, there is the loss of the medial vowel sound; compare, happy/ happi-
ness, cosy/ cosiness but busy/
business (biz ' nis).

Exercise 6: As previously suggested treat the suffix /chər/ spelled **ture** as a unit.

Exercise 7: The comparative form farther has replaced an earlier farrer under the influence of fur-
ther with which it was, and is, often confused.

Exercise 8: The usual spelling of /ür/ is **oor** as in moor and poor. The **ur** spelling in plural is unusual; two words with the same spelling pattern are lure and lurid.

original vowel sound in an unstressed syllable, the original spelling remains unaltered. For this reason pupils should be urged to look hard at the vowel letter in any syllable in which they hear /ə/.

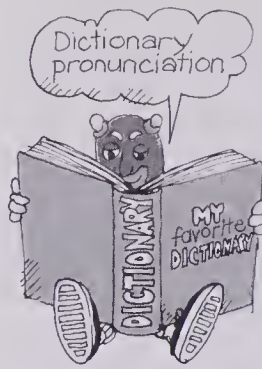
Exercise 2: The words in this exercise demonstrate that although the vowel in most unstressed syllables is /ə/, it is generally /i/ in those cases where the original vowel was /e/ spelled **e**. In words in which the prefix **ex** is unstressed, the first sound may be /e/ or /i/; usage is divided on this point.

Note that the **ck** in jacket is the equivalent of a double consonant as would be expected following a stressed short vowel.

Extending Your Spelling Skills

Exercise 1: Pupils should have no difficulty in hearing and recognizing the schwa when it occurs initially and in most other situations. They may not, on the other hand recognize its existence in words like listen and plural. The nature of /n/ and /l/ is such that they can be syllabic without a vowel, as in but-ton (but 'n), and lit-tle (lit 'l). The difference can be heard if the two words are compared with bottom and litter respectively. However, to avoid multiplying symbols in order to indicate a syllabic **n** or **l**, the sounds are written /ən/ and /əl/.

Draw the pupils' attention to the spelling of listen. The loss of **t** in the combinations **-sten** and **-stle** is almost invariable, as in listen, has-ten, fasten, moisten, castle, bristle, jostle and bustle, to give just a few examples; note that all the words end in a syllabic **n** or **l**.



a·bove (ə'bu:v) over-head; in a higher place: *The sky is above.*

far·ther (fɑ:'θə) more distant; a greater distance: *Three kilometres is farther than two. We walked farther than we meant to.* adj., adv.

lis·ten (lis'n) try to hear; attend so as to hear: *She listened for the sound of a car. I like to listen to music.*

mo·ment (mə'mənt) a very short space of time; an instant: *In a moment, all was changed.*

plu·ral (plu'əl) referring to more than one: *Scissors is a plural noun. The plural form of 'boy' is 'boys.'*

ə'bu:v
fɑ:'θə
lis'n
mə'mənt
plu'əl

Extending Your Spelling Skills

1. Look at the entry words on the left. Notice that the pronunciation is given in brackets immediately after the entry word. Each sound in a word has its own pronunciation symbol, and that sound is shown always by the same pronunciation symbol.

Look at the entry word moment and its pronunciation. Which syllable is stressed? Is the vowel sound in the stressed syllable clear and definite? What vowel sound is it? /o/

Listen for the vowel sound in the unstressed syllable. Is this vowel sound clear or definite? Notice that when you say moment naturally, as in "I'll come in a moment," the second syllable does not have the force or clarity of the first syllable. Thus the vowel sound becomes blurred.

The vowel sound in most unstressed syllables is called the *schwa*. What symbol stands for the schwa sound? /ə/

Look at the dictionary pronunciations of the entry words. Notice that /ə/ may be spelled with different vowel letters. Copy the entry words in your book. Say the words. Mark the stressed syllables with a stress symbol. Circle the vowel letter that spells /ə/ in the unstressed syllables.

2. Make as many words as you can by adding a suffix to each of these base words. fast laugh listen explore
For example: far farther farthest

3. Two list words end with the syllable ture. pasture nature
Write as many words as you can that have this syllable. lecture feature creature fixture
For example: picture future

Exercise 2: You could suggest to pupils that they try using a Latin suffix that they met in the unit on science words.

If they use **er** as a suffix for laugh and listen, ask them how it differs from the **er** of faster.

4. Rewrite each sentence and replace the underlined word(s) with a list word that has a similar meaning.

- telling 1. He was informing me about his trade. **business**
listen 2. Why don't you pay attention while I'm talking?
explore farther 3. He will search the field that is more distant from here.
jacket 4. I bought a new coat to wear on our boat. **craft**
moment 5. It took only a minute to decide we didn't want **carpet** that floor covering.

5. Match a syllable from Column 1 with a syllable from Column 2 to write a list word.

Column 1	Column 2
car pet	pet
vel vet	dle
lis ten	ing
sadd le	bove
past ure	ten
hav ing	ral
plu ral	ment
mo ment	vet
a bove	ture



6. Write a few sentences or short paragraph about this picture. **Individual responses**



Unit Test

How near to a perfect score did you get?
Do you still find some words difficult?
Be sure to record your score.

65

Unit Test

Exercise 6: Discuss the picture with those pupils who have difficulty in writing and help them find illustrations of list words.

Pupils could proofread each other's work either in groups or in pairs.

Check to see which pupils are showing themselves to be proficient in self-correction and the marking of their charts, to the extent that they can be allowed independence in these activities. You will thus be afforded more time to help pupils who need individual guidance.

Unit 15

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objective

- To review and consolidate the following spelling patterns:
/ü/ — **oo** (room); /u/ — **oo** (hook); /ôr/ — **oor** (floor); /ō/ — **ow** (follow); /i/ in an unstressed syllable generally spelled **e**.

Pretest

Dictation

This is a great fishing hook.
The sound of a brook is soothing.
We have fifteen floors in our apartment building.
There are no doors in the Egyptian pyramids.
Try to make less noise!
My brother is a fine fellow.
Follow that cab!
There were no vacant rooms at the hotel.
Many plants bloom in the spring.
It was ten degrees below freezing.
Carla sat beneath the apple tree.
The father spoke of no one besides his son.
Will there be peace between the two countries?
Gerda enjoyed the book from beginning to end.
Who won the last lap of the race?
Vassily was too lazy to get up.
My sister has a loose tooth.
We didn't go because it was raining.

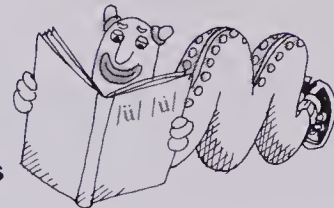
15

hook
brook
floors
doors
less
fellow
follow
rooms
bloom
below
beneath
besides
between
beginning
lap
lazy
loose
because

Pretest

How many words did you spell correctly? If you misspelled a word, look carefully to see why and where you made the mistake(s). Study these words and those you found difficult.

66



Study Helps

- As you read the following sentence, listen for the different sounds that are represented by the letters **oo**.

On each of the doors in these rooms there is a coat hook.

The vowel sound in rooms is /ü/, and in hook it is /u/. In doors, the vowel + r sound combination is /ôr/. Notice how /ôr/ is spelled.

Write the three **oo** words from the sentence.

Beside each, write a list word that has the same vowel sound.

- Write two /ü/ list words that rhyme with cook and look. hook brook

Write one /ü/ list word that rhymes with goose. loose

Write one /ü/ list word that rhymes with gloom. bloom

Write one /ü/ list word that rhymes with looms. rooms

Write the list words that have /ôr/. Underline the letters that spell /ôr/. doors floors

- Say and write the words fellow and follow.

How many syllables are there in each word? two

What vowel sound do the letters **ow** spell? /ō/

Underline the double consonant in each word. follow follow

Say and write the list word that ends with a double consonant. less

- Change the initial letter in each of these words to write a list word. For example: book — hook

mess less hazy lazy tap lap

moose loose mellow fellow took hook

hollow follow booms rooms crook brook

Study Helps

A careful, detailed study of the list words outlined in this section of each unit is intended for those pupils who have errors in the pretest. Their attention should be directed to the specific exercises that deal with the particular spelling patterns relating to their errors.

This type of individualization helps to maintain interest and prevent boredom, while at the same time encouraging pupils to be more analytical in their approach to problems and more discriminating in their solutions.

Pupils who, for any reason, make many errors need intensive teaching. Conduct the exercises orally with this group.

Pupils who have no errors in the pretest should be allowed to proceed directly to the activities in "Extending Your Spelling Skills." In this section, their spelling skills are exercised, reinforced and extended beyond the list words. The remaining spelling time could be used for enrichment spelling activities, such as adding to their personal spelling lists, undertaking spelling research projects,

5. Say and write the two-syllable list word that has four vowel letters. Underline the letters that spell /o/.
floors doors rooms besides because

6. Say and write the two list words that are synonyms (have similar meanings). beneath below

7. Say and write the list word in which /z/ is spelled z. lazy

Say and write the list words in which /z/ is spelled s.

Say and write the list words in which /s/ is spelled s. besides loose

8. Say and write the list words in which you see and hear an initial consonant blend. brook floors bloom
Circle the consonant blend letters.

9. Say and write the list word that has the ending *ing*.
What is the base word? How was the base word changed when the ending *ing* was added? beginning
The final consonant was begin
doubled

10. Write the plural form for each of these base words:
floors doors rooms blooms hooks brooks
floor door room bloom hook brook

What letter was added to each of these base words to write the plural form? s

11. Say and write the list words in which /e/ is spelled e. fellow less

Say and write the list words in which /i/ is spelled e. below

12. Say and write the list words that have /ē/. beginning between because beneath
How is /ē/ spelled in each of these words? beneath between lazy
ee ea y
Circle the letter or letters that spell /ē/.

13. Say and write the words that have two or more syllables. fellow follow below beneath besides
Underline the words in which the second syllable is stressed. between
lazy beginning because

We sometimes use oo to spell: /ü/ as in brook
/ü/ as in bloom
/ô/ as in door.

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Exercise 5: The word because is one of the most regularly misspelled words. If any pupil misspells it, try to diagnose the cause of the error and eliminate it. In isolation, the stress falls clearly on the second syllable, giving /i/ (spelled e) in the unstressed syllable, but in continuous speech it often happens that both syllables are unstressed and even the second vowel is weakened and obscured. Have pupils use the five-step study method on this word.

Exercise 11: This exercise brings out clearly the difference between spelling patterns in stressed and unstressed syllables. The vowel /e/ in stressed syllables retains its normal value and spelling. In unstressed syllables, the original spelling, e, is retained but the vowel sound has been changed to /i/.

preparing charts of spelling patterns, proofreading a partner's writing or free reading.

Exercises 1 and 2: Note that /ü/ and /ô/ have a common spelling pattern oo, and for both sounds it is the most common.

The words door and floor are the only two words in which /ô/ is spelled oor.

Exercise 3: The pronunciation of the second syllable of follow and fellow demonstrate that long vowels and diphthongs in unstressed syllables generally retain their full value.

Extending Your Spelling Skills

1. Your teacher or classmate will dictate these paragraphs.

Our clubhouse beneath the big tree by the brook was beginning to look good. We put up the roof and doors. There were hooks behind the doors on which we could hang our jackets.

One day we went back to fix the floors. As we got closer to the clubhouse, we found that the doors were wide open and a board was loose. We were surprised because we had made sure that the doors were locked the night before. Who was in our clubhouse?

Proofread your work for spelling, punctuation and capitalization.

What do you think happened?

Complete the story with a paragraph of your own.

Individual responses

2. This message is written in either the Picket Fence code or the Porta code. Decode it.

FLOT EELW HWNT RUHH TORE ASHW
LLAY UOHC EKOL WHFL OWOE THOG
TADO BCUE EILE DOTT EREJ

Use the same code to write your own message in reply.
Exchange messages with a classmate.

*follow the fellow
who went through
that door because
he will lead you
to the creek*



3. How many oo words can you write that rhyme with
rook look took crook cook
hook and brook?
floors and doors?
rooms and blooms?
brooms
looms
zooms
snores
bores
adores



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Extending Your Spelling Skills

Exercise 1: Read the complete passage through once. You will probably have to break up the long sentences into at least two parts, and then adjust for pupils' ability to remember what has been dictated. But, in any case, avoid word by word dictation. When the passage has been dictated, read it through again at normal speed and with normal intonation to give pupils a chance to check their punctuation. Repeat once more if necessary.

Exercise 2: If pupils have forgotten how the codes are constructed, refer them to Units 4 and 8.

Exercise 3: Have pupils note the spelling of words that rhyme with floors and doors and compare them with the other rhyming words.

4. Read these pairs of sentences. What is the meaning of each underlined word? Notice the way each underlined word is used.

Come and sit beside me. next to
 Others came to the party besides our club members. as well as
 Don't lose the ring because it's not mine. misplace
 I let the dog loose at night. free

If you're not sure of the meaning of the underlined words, check with the *Mini-Dictionary*. Use these words in sentences of your own.

5. Complete these sentences with list words.

- Their rooms are on three different floors.
- The fellow was too lazy to hang his clothes on the hook.
- The dog squeezed between the tree roots and began to lap water from the brook.
- We would not follow the trail because of the loose rocks beneath the cliff; besides, we were nearly exhausted.

6. Match each of these clues with a list word.

hook  follow  
lazy — antonym for *hardworking*
fellow — It developed from an Old English word meaning "partner, associate."
beneath
below

Unit Test

How many words did you spell correctly on this test?
 Which words did you still find difficult?
 List the words you found difficult in your spelling record.
 Be sure to record your score.

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Unit Test

Exercise 4: Some pupils may have difficulty in interpreting the dictionary entries, especially if they are not very familiar with English. Go over the exercise with these pupils orally and develop new sentences as a co-operative effort.

Exercise 5: Explain that the sentences must make sense and assure pupils that there are list words to complete all the sentences.

Continue to check pupils' recording of their test scores for accuracy. Check also for pupils who are making the same mistakes in both the pretest and the unit test. Find out whether they have shown any improvement in their competence in analysing their mistakes, classifying their misspellings and studying the words. If there has been no improvement, they may be lacking in some basic knowledge of sound-spelling relationships that has to be taught at a more elementary level than before.

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /oi/ and relate it to the spelling patterns oy (joy), and oi (oil).
- To review and consolidate the following spelling patterns:
/ôr/ — or (sort), ore (score);
/êr/ — or when preceded by w (word).

Pretest

Dictation

There are many oil tankers sailing the Great Lakes.

I would like to join the choir.

Be careful in your choice of friends.

The music gave him great joy.

You are sure to enjoy that movie.

Pilar enjoyed playing the piano.

Some plastics become poison gas when they are burned.

The teacher gave us some words of advice.

Camille works hard at her job.

That is the worst movie I have ever seen.

Tolek was a strange sort of fellow.

Scores of people died during the epidemic.

Fadil tried to cover up his crime.

The rosebush was covered with blossoms.

We plan to take our vacation in July.

The scorpion has a poisonous sting at the end of its tail.

oil
join
choice
joy
enjoy
enjoyed
poison
words
works
worst
sort
scores
cover
covered
plan
scorpion
noise
furniture

Pretest

How many words did you misspell?

Which words did you find difficult?

List these words in your spelling record.

Study Helps

1. Read this sentence. Listen for the vowel sound in the underlined words.

There was great joy when oil was discovered.

Write the word in which /oi/ is spelled oy. joy

Write the word in which /oi/ is spelled oi. oil

Say and write the list words that have /oi/. oil poison
Circle the letters that spell /oi/. enjoyed join noise
enjoy choice

2. Write the two list words in which /ôr/ is spelled or. sort scorpion
Write the list word in which /ôr/ is spelled ore. scores

Write the three list words in which /êr/ is spelled or. words works worst
Notice that these words start with the letter w. Think of some other words with the same sound and spelling pattern. worms worker worse world

3. Say and write the word enjoy.

Write its base word. What does it mean?

What does the word enjoy mean? happiness

What is the difference in meaning between to take pleasure

the words joy and enjoy?

Joy is a noun, enjoy is a verb.

Say and write the other list word whose base word is joy.

Circle the ending. enjoyed

4. Say and write the word scorpion.

How many syllables do you hear? three scor.pi.on

Write the word in syllables. What vowel sound do you

/ê/ hear in the second syllable? How is it spelled? i

What letter spells /ə/? o

Say and write the other list word in which /ə/ is spelled with the letter o. poison

Study Helps

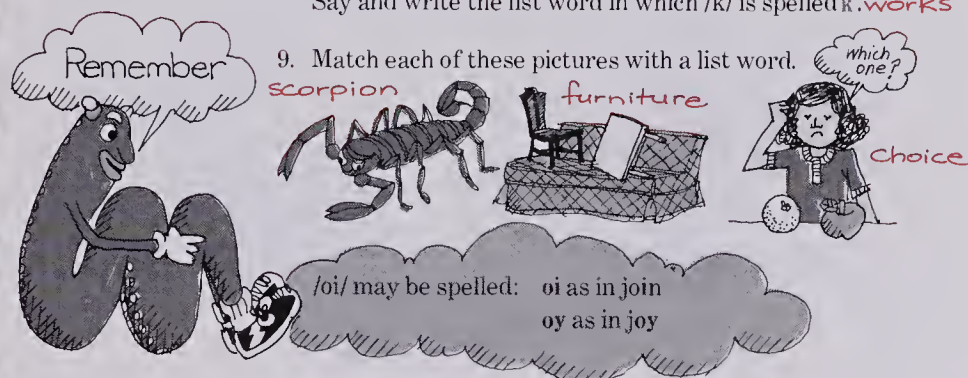
Exercise 1: The spelling of /oi/ is so straightforward that this exercise could well be extended to classify the rules governing the distribution of the oi and oy spellings.

Have pupils collect other words that have /oi/ checking the spelling in a dictionary if they are uncertain. Supply, if necessary, the words royal, loyal and oyster. Remind pupils to include only base words. Suggest that they list the words in columns according to their spelling patterns. When they have made their lists, discuss their systems of classification. It should

5. Say and write the word poison.
How many syllables are there?
What is the first consonant sound of the second syllable? /z/
How is it spelled? s
- Say and write the other list words in which you hear /z/. words scores noise
- Say and write the list word that begins and ends with the letter s. In this word, what two consonant sounds does s spell? scores /s/ /z/
6. Say and write the list words in which you hear an initial consonant blend. scores plan scorpion
Circle the consonant blend letters in each word.

choice
furniture

7. Say and write the list words in which you hear /ch/.
Circle the word in which /ch/ is *not* spelled with the letters ch. Underline the syllable which has /ch/.
8. Say and write the word choice.
What consonant sound does the second c spell? /s/
Say and write the other list words that have the letter c. scores cover covered scorpion
In these words, what consonant sound does c spell? /k/
Say and write the list word in which /k/ is spelled k. works



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Discuss with pupils the peculiarity of the **wor** spelling of /wɜːr/. Other words they should know are worm, world, worth, worse and worship.

Exercise 5: Draw pupils' attention to this common pattern of a medial /z/ spelled s.

Exercise 8: You could develop the spelling patterns for /s/ and /z/ by comparing choice and noise, developing the generalization that, short vowels excepted, after a vowel /s/ is spelled ce, and /z/ is spelled se.

You could start a collection; for example:

/s/ — ce	/z/ — se
choice	noise
voice	poise
race	raise
rice	rise

become quite clear from the lists that /oi/ + consonant r is always spelled oi (with the sole exception of oyster), a final /oi/ is spelled oy, and /oi/ + vowel is also spelled oy.

Next, deal with a final /oi/ + ending by having pupils look at the endings in words such as enjoy, destroy, annoy, and check the spelling of the derived forms by looking them up in a dictionary.

Exercise 2: The words sort and score afford an opportunity to develop the generalization that a final /ôr/ is spelled or (except for, or, nor, and abhor). Use the same method as in exercise 1; collect words ending in /ôr/ and /ôr/ + consonant, listing the spellings according to pattern. Check to see whether pupils include any words like doctor, actor, motor. Have pupils say the words and listen to the final sounds. Develop the notion that or in unstressed syllables represents /ər/.

Extending Your Spelling Skills

1. Your teacher or classmate will dictate these sentences:

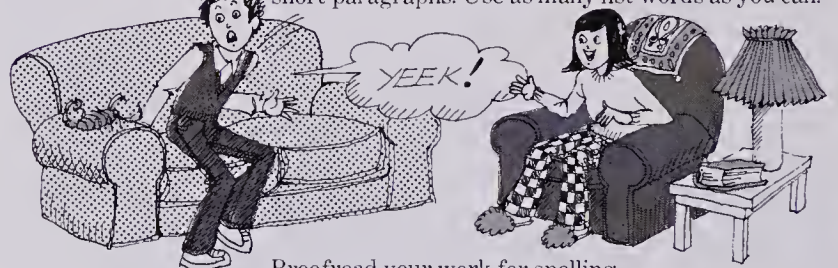
1. This is the worst noise I have ever heard.
2. The poison from the scorpion's sting made him very ill.
3. Which is your choice of colors?
4. It was the worst accident as scores of people were injured.
5. He enjoyed polishing the furniture with oil.

Proofread your sentences for spelling and punctuation.

2. All vowel letters including y have been omitted from the words in these sentences. Rewrite each sentence with complete words.

1. This is my choice of oil.
2. Do you enjoy all this noise?
3. He makes a great deal of noise when he works.
4. It was a joy to join her for lunch.
5. Don't write any more words.

3. Use the ideas from this picture to write two or three short paragraphs. Use as many list words as you can.



Proofread your work for spelling, punctuation and capitalization. *Individual responses*

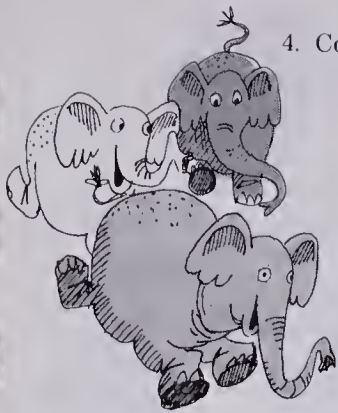
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Extending Your Spelling Skills

Exercise 1: In this dictation, the sentences could be dictated in their entirety, with repetitions discouraged.

Exercise 2: Some pupils may need to be told that each short line represents one letter.

Exercise 5: As in previous units allow competent spellers and proofreaders to tackle this exercise individually, but work through it orally with the remainder. Proofreading is a skill that all pupils should acquire if they are ever going to be independent in their writing. Furthermore the supervision of the activity of the others could result in your gaining an insight into their problems and needs.



4. Complete each rhyme with a line of your own. *Some possible answers:*

1. If you had only heard my voice
You would have heard my choice.
2. Will that picture
Be a fixture?
3. When I saw the stomping elephant herds
I was at a loss for words.
4. If you try, you can
Make a cake in a frying pan!

5. Proofread Wonder Worm's story for spelling. Rewrite it correctly in your book.



I had a ^{choice} ~~chois~~ - to ^{join} ~~joyn~~ my friends on a hike or watch my ~~favourite~~ TV. I decided to go on the hike. After a while we sat down to ^{have} ~~hav~~ our lunch. The ground was covered with ^{leaves} ~~leafs~~. We were making so much ^{noise} ~~noize~~ that I didn't hear someone shout that a ^{scorpion} ~~skorpion~~ had crawled up my leg. Too late! The lovely day was spoiled.

Some examples:

/oi/- oi	/oi/-oy
joins	toy
poison	loyal
rejoin	royal
rejoice	soya
soil	cloy
spoil	troy

Proofread your work for spelling and punctuation.

6. Consult some books in other subject areas to find words that spell /oi/ with oi as in toil, or with oy as in boy.

Unit Test

Did you get all the words right?

Did you misspell a word on both the Pretest and the Unit Test?

Be sure to record your score.

Unit Test

Have pupils take time at the end of this unit to compare all pretest and unit test scores. Do they see an improvement in their ability to study problem words, thus reducing errors on unit tests? Are they making the same kind of errors?

If there are students who persist on making the same errors on both tests, check their ability to diagnose their problems and look for other possible causes, such as faulty pronunciation and/or enunciation, hearing problems, and so on.

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To arrive at a general rule for distinguishing the use of **ie** and **ei** in various spelling patterns.
- To review and consolidate the following spelling patterns:
/ē/ — **ie** (piece); **ei** (receive); /ā/ — **ei** (eight); /e/ — **ie** (friend); /o/ + /l/ — **a + ll** (fall).
- To recognize irregular plural forms.
- To apply knowledge of syllables and stress to spelling patterns.

Pretest

Dictation

Leslie has eighty tin soldiers.
My neighbor has a new car.
A nuclear scientist conducted the experiment.
Mother received the parcel today.
Her weird behavior made us nervous.
Friendly natives greeted the tourists.
Sheila worried about the sick dog.
I had a series of unfortunate accidents.
We like to read funny stories.
The boys pretended to dig for treasure.
Ela needs a belt for this skirt.
The bird's wing was damaged.
Let me know if he calls tonight.
My book always falls off the shelf.
The debate was held in the gymnasium.

eighty
neighbor
scientist
received
weird
friendly
worried
series
stories
dig
belt
wing
calls
falls
held
spot
piece
believed

scientist
friendly
worried
series
stories
piece
believed

eighty
neighbor
received
weird

Pretest

How many words did you spell correctly?
List the words you found difficult in your spelling record.
Study the words you misspelled or found difficult.

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Study Helps



1. Read this rhyme about the generalization of spelling ie and ei words.

I before E
Except after C.
Or when sounded as /ā/
As in neighbor and weigh.



Say and write the ie and ei list words that follow the above generalization. received friendly piece worried stories series believed neighbor ei
Write the list words that are exceptions to this generalization. scientist weird

2. Say and write the list words that have the letters ie. Pronounce each word carefully as you write it. In which word do both i and e represent separate vowel sounds? Circle the word.
Underline the word in which /e/ is spelled ie.
3. Say and write the words that have the letters ei. What vowel sound do the letters eigh spell in eighty and neighbor? /ā/
What letters spell /ē/ in received? Underline them. Circle the other word in which /ē/ is spelled ei.
4. Write the base word of each of these list words:

worried stories worry story

What change in the spelling of the base word is made before adding an ending beginning with a vowel letter? y is changed to i

Study Helps

That's an ideal spot for the cactus.
May I have a piece of cake?
Dion believed his story.

Remind pupils to proofread their words before they begin to check them.

Exercises 1 and 2: The first two lines of the rhyme refer specifically to the **ei** and **ie** spellings of the sound /ē/. If this restriction is clearly understood, there is little likelihood of confusion.

Establish that **ie** is a common spelling of /ē/ by listing a number of words supplied by the pupils that show this spelling pattern: chief, brief, grief, piece, shriek, siege, field, niece, priest, etc. Beside this list write receive, identifying the vowel in the stressed syllable as /ē/ and ask pupils to supply words

5. Say and write the list word that has three syllables.
Notice how the word is divided into syllables:

sci•en•tist

Pronounce the word scientist in syllables to help you spell it.

6. Write the base word of each of these list words:

eighty friendly scientist held
eight friend science hold

7. Say and write the word series.
Write its plural form. series
If in doubt, check with your dictionary.

Notice that series is one of those few words whose spelling does not change in the plural form.

Here are a few more examples: species scissors trousers

8. Write a list word that rhymes with each picture word.

beard
weird



ring
wing

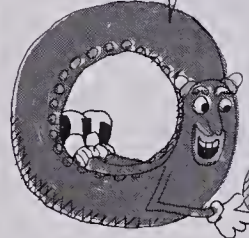
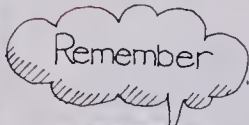


pig
dig



knot
spot

9. Say and write the words calls and falls.
What vowel sound do you hear in these words? /o/
How is it spelled? a



10. Say the list words that have two syllables. received believed
Write those in which the second syllable is stressed.

This generalization can help you to spell some difficult words:

I before E
Except after C
Or when sounded as /ā/
As in neighbor and weigh.

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Exercise 4: If any pupils are still uncertain about change of a final y to i before endings, they should be given remedial work. Reteach the pattern and give an exercise involving words like carry, cry, play, heavy, joy, worry. Have them add appropriate endings such as s, ed, er, ing, and check the results by consulting a dictionary.

Exercise 6: Pupils may have problems with held in which the deviation from the base form consists of a vowel change rather than an ending. If they are puzzled ask for similar pairs to hold/held, such as fly/flew, ring/rang, foot/feet.

Exercise 7: Other common examples of words whose spelling does not change in the plural form, are sheep and deer.

Scissors and trousers like slacks, pants, pliers are in a slightly different category because they are plurals, as in:

Scissors are useful instruments.
Tight trousers are unfashionable this year.

They may be used in the singular only with the qualifier "a pair of," as, for instance,

A pair of scissors is a useful instrument.

A new pair of pants costs fifty dollars.

Exercise 9: Review the sound spelling pattern a+ll for /o/ + /l/ by asking pupils for further examples, such as all, tall, ball, and mall.

with the same spelling pattern, prompt them if necessary and write the examples under receive, for example: deceive, ceiling, perceive, receipt, thus demonstrating the second line of the rhyme.

Now deal with the exceptions to this rule, restricting them to spellings of /ē/; either, neither (for some speakers), weird, seize, and leisure (for some speakers).

Emphasize the fact that friend is the only (base) word in which /e/ is spelled ie.

Exercise 3: Deal with the various spelling patterns of /ā/ that involve ei. These could well be collected under three headings, thus:

<u>ei</u>	<u>eigh</u>	<u>eig(n)</u>
rein	eight	reign
vein	freight	feign
veil	neighbor	deign
	weigh	

Again, emphasize that these patterns are all spellings of /ā/.

Extending Your Spelling Skills



1. Write a phrase containing at least two list words that you might use to describe each picture.

For example:

dig for a belt

Individual responses

2. Complete these sentences with the correct ie or ei words. If you're not sure of your spelling, check with a dictionary.

1. My nei ghbor is a wei rd sci entist.
2. We recei ved ei ghty fri endly letters.
3. This television ser ies has many funny stor ies.
4. I would be worrie d if I bel iev ed you.
5. You can ei ther have a pie ce of pie or some cherri es.

3. Write more words by substituting the initial letter of each of these words.

pig wig ←
felt melt ←

dig
belt

wing
received

held
believed

→meld
→weld
→relieved

4. Write more words by adding endings or suffixes to these base words.

friendly digging falling holding
helping worrying calling receive

receiving

Have you made the necessary changes to the base words?

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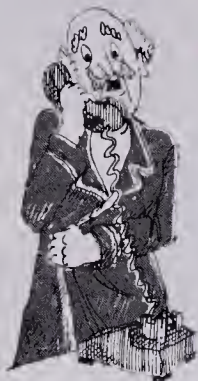
Extending Your Spelling Skills

Exercise 1: Discuss the pictures to help pupils find appropriate list words they could use.

Exercise 4: Pupils should again use a dictionary to check the words they construct.

In order to give the phrases some coherence and to avoid sentence structures, you could ask pupils to frame suitable titles to go with each picture, or write a headline suitable for the situation the picture illustrates.

5. Read the following story beginning, filling in the blanks with list words.



It was way past midnight when the scientist received the telephone calls. It was an especially weird call. The caller seemed friendly but didn't want to say too much on the phone. The caller said that he wanted to meet the scientist immediately, behind an old barn some miles down the road. That worried the scientist because he couldn't think of anybody who would want to see him so late at night. He thought of calling up his neighbor. Suddenly the phone rang again.

Write the story beginning in your notebook and complete the story. *Individual responses*

6. Read the groups of words below. What is the meaning of each underlined word as used in each group? Write the underlined words in your book. Beside each word, write a list word that has a similar meaning. If you're not sure of the meaning of the underlined words as used, look them up in a dictionary.

received — accepted the news
weird — mysterious noises
friendly — affectionate person
worried — anxious about his safety
series — chain of events
held — bound by his promise
believed — trusted his friends

Unit Test

How many words did you spell correctly?
How close to a perfect score did you get?
Did you still find some words difficult?
Record your score.

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Exercise 5: The object of story-writing is to stimulate the pupils to use words that they have learned to spell in context. In order to achieve this, it could be necessary to structure pupils' writing instead of allowing them total freedom of expression. This could take the form of a discussion of possible outcomes and a consensus on a plot, allowing each individual pupil to write it in his/her own way. Alternatively, the discussion could centre more on possible words for pupils to use.

In either case, some indication should be given of how much writing is expected and arrangements should be made for pupils to share their stories.

Unit Test

Suggest to those pupils who have errors in the final test that they should go back and check their original diagnosis in an effort to find the cause of repeated misspellings. Was it due to insufficient study, faulty diagnosis, or failure to carry out the five-step learning method vigorously?

If they cannot find the cause, suggest they ask for help.

Objectives

- To review and reinforce the ability to spell and use in context those high-utility words listed in Units 13-17.
- To commit to long-term memory an increasing number of spelling words.

Enabling Objectives

- To review and consolidate the following sound-symbol relationships: /ü/ — oo (room), ui (fruit), o — c — e (move); /ü/ — oo (brook), u (full), o (wolf); /oi/ — oi (oil), oy (joy); /ē/ — ie (piece), ei (weird); /ā/ — eigh (eighty), eig (neigh); /i/ — e in an unstressed syllable (jacket).
- To apply the knowledge of spelling principles relating to base words and added suffixes.
- To review and extend the use of the following concepts as related to spelling: *stress symbols, syllables, schwa and capital letters*.
- To demonstrate ability to interpret dictionary pronunciation symbols.

Looking Back

Although you may wish to conduct a review of the spelling patterns and concepts introduced in Units 13-17, remember to set aside one spelling period to allow pupils to study the words in their private lists.

1. Look at your own problem word list to see which words, in Units 13—17, you misspelled or found hard, and the kinds of errors you made. Study your own problem words first. Be sure to use the five-step Study Method.
2. Use these clues to write list words that begin with a capital letter.

Regina — It is the capital city of Saskatchewan.

February — It has twenty-eight days except in leap years.

French — having to do with France, its people or their language

Canadian — a person born in or living in Canada

April — a month noted for its showers

Wednesday — the fourth day of the week

Americans — people born or living in the United States

@bove' sci@ntist
furr@ture nat@re
listen sadd'l@
plu'r@l cov@r
Ame'r@can
m@ment
pas't@re
Can@di@n

3. The stress symbol has been left out of these dictionary pronunciations. Rewrite these dictionary pronunciations in their regular spellings. Put in the stress symbol. In each unstressed syllable, circle the vowel letter that spells the schwa sound.

a (əbuv)' aa (əmer'əkan) e (sī'ən tist)
i (fēr'əchər) e (mō'mənt) u (nā'chər)
e (lis'ən) u (pas'chər) e (səd'ə)
a (plūr'əl) a (kə'nā'dē'ən) e (kuv'ər)

4. Copy this chart in your book.
Write the words below in the correct columns.

/ü/	/ü/
-----	-----

/ü/ hook	/ü/rooms	/ü/ brook	/ü/ bloom	/ü/ proof
/ü/ loose	/ü/ took	/ü/ soon	/ü/ food	/ü/ shook
/ü/ should	/ü/ wolf	/ü/ full	/ü/ good	/ü/ wool
/ü/ move	/ü/ lose	/ü/ fruit	/ü/ rule	/ü/ poze

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Exercise 1: Review with pupils the steps in the study method. Remind them to look at the word letter by letter; then try to get a clear mental picture of the whole word.

When they say the word, they should say it syllable by syllable. By so doing they will, because of the equal stress placed on each syllable, distort the vowel sounds to some extent; therefore, they should then say the word again as a whole, with the normal stress pattern. Suggest that, as they say each syllable, they should look carefully at the vowel letter(s) in it.

Remind them, too, that if they find they have misspelled the word after having written it, they should start the process all over again, looking at the word and nothing where they made their error, and continuing through all five steps. If they have spelled the word correctly, writing it again once or twice will help to fix it in the memory.



5. Complete these sentences with /oi/ words.

1. It was an exciting sea voyage and we enjoyed ourselves.
2. He jumped for joy when he struck oil.
3. Let's join hands and shout at the top of our voices.
4. The loud noise annoyed our sleeping neighbor.
5. Let's flip a coin to see who gets to keep the toy.

6. Complete these words with either ei or ie.

Read them carefully first before deciding on which letter combination to use. If you are not sure, use a dictionary to help you.

<u>ei</u> ther	we <u>i</u> rd	stor <u>ie</u> s
ne <u>ei</u> ghbor	fr <u>ie</u> ndly	ach <u>ie</u> ve
<u>ei</u> ghty	sci <u>ei</u> ntist	w <u>ie</u> ner
pie <u>ie</u>	rece <u>i</u> ved	wei <u>gh</u>
bel <u>ie</u> ved	serie <u>s</u>	rei <u>gn</u>

7. Your teacher or classmate will dictate these sentences:

1. Are you a friendly Canadian?
2. My neighbor is worried because he has received very little business in February.
3. I know a scientist who will be eighty years old in April.
4. That is the worst noise I have ever heard.
5. The scorpion has a poisonous sting at the end of its tail.
6. Let's explore the brook in my small craft.

Check your sentences for spelling, punctuation and capitalization.

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Exercise 3: Remind pupils to translate the dictionary pronunciations into sound first, both to identify the word and to locate the stress, then to write the word in its regular spelling.

Exercise 4: You could extend the scope of this exercise by having pupils group the words according to their spelling patterns, and add further examples of each spelling pattern thus:

/ü/		
<u>rooms</u>	<u>rule</u>	<u>move</u>
bloom	+	+
proof	rude	prove
etc.	fluke	
+	plume	
tooth		
hoof		
mood		

Exercise 5: Warn pupils that while most of the /oi/ words can be found among the list words, they will have to supply some from their own resources.

Exercise 6: You could also extend this exercise by having pupils write the words under the headings /ā/ and /ē/, with a separate column for other vowels, for example:

/ā/	/ē/	Others
neighbor	either	friendly
eighty	weird	scientist
weigh	piece	
etc.	received	

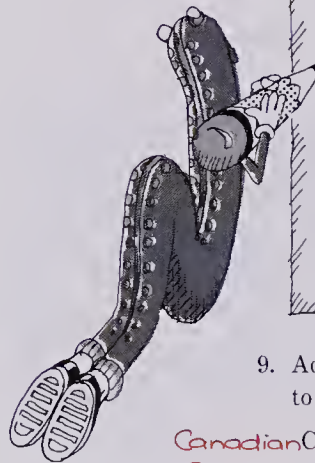
As a further refinement, they could list the /ē/ words according to the spelling pattern.

8. Wonder Worm thought that rhyming words always had the same spelling. Proofread Wonder Worm's silly verse and rewrite it correctly in your book.

A scientist bellowed a sneeze
That knocked some oil onto her ^{knees} ~~neeze~~,
It made not a ^{noise} ~~noys~~
"It's like playing with toys!"
She thought—being ^{easy} ~~eezey~~ to ^{please} ~~pleeze~~!

Her brother then smelled the ^{weird} ~~wearied~~ fume
And thought "Can't be my flowers in ^{bloom} ~~blume~~!"
He shook on the spot
Believed that he ^{ought} ~~ot~~
Forever to stay in his ^{room} ~~rume~~!

By now this young fellow was ^{worried} ~~wurried~~
So out of the basement he scurried,
For someone so ^{lazy} ~~laisy~~
And short as a daisy
He ran fast—yes, he really hurried!






9. Add an ending or suffix to each of these base words to write a list word.

Canadian	Canada	cover	^{covered}	eight	^{eight}	have	^{having}
farther	far	fast	^{fastest}	science	^{scientist}	believe	^{believed}
worried	worry	laugh	^{laughing}	come	^{coming}	friend	^{friendly}

Exercise 8: Warn pupils that Wonder Worm's spelling mistakes are not confined to his rhymes; he has made mistakes in the middle of the line, too.

Exercise 9: This exercise also may be extended by having pupils add suffixes that will make non-list words.

10. In each of these list words, only the initial or last two letters are given. Use the clues to complete the words.

—a wharf or pier dock
 —large numbers scone
 —antonym for *tight* loose
 —synonym for *sound* noise
 —a solid piece of wood or ice block
 —  knock —  scientist
 —  scorpion



11. Move in any direction, one square at a time, starting anywhere and make as many words as you can. But first find the four list words hidden in the puzzle at the left. friendly worst low saddle

12. Rearrange each set of syllables to spell one of the list words from Units 13—17.

Canadian an•di•na•Ca en•sci•tist scientist
 coming ing•com ning•gin•be beginning
 farther ther•far y•Feb•ar•ru February
 poison son•poi ni•ture•fur furniture

13. Rewrite each sentence and replace each underlined word with a list word that has the same meaning. If you are not sure of the meaning of the underlined words, consult a dictionary.

1. She rose from a low ~~humble~~ position in the company to become its president.
2. The beautiful vase is an example of his craft ~~skill~~.
3. His sudden disappearance struck ~~occurred~~ to me as being strange. block
4. Would you loose ~~hinder~~ my plans?
5. Her account of the incident was vague.

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Review Test

Exercise 13: The list words may not have an identical meaning but will be almost the same. Remind pupils to proofread what they write.

If you have started to use the review unit as an opportunity to make a list of commonly misspelled words for testing the class as a whole, continue this procedure and have pupils record their results.

Unit 19

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the sound /j/ in words like education.
- To recognize that /j/ before /ü/ may be spelled **d** as in educate.
- To review the concept *suffix*.
- To identify and spell the common suffixes **-(at)ion**, **-ful**, **-by**, **-or**, **-ment**.

Pretest

Dictation

Dita always says, "Get a good education."

Arna took the elevator to the second floor!

Gus likes to experiment with water colors.

We saw an advertisement for cat food on TV.

Helki needed new camping equipment.

Can you give me the information I need?

Zita fed her cat raw fish.

The strange fish had no tail fin.

Yesterday was Friday.

Do you like to receive birthday cards?

That was an awful storm.

Be careful when handling broken glass.

The playful otters splashed each other.

Maura depends on her electric clock radio to waken her.

Most people enjoy some kind of music.

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education
elevator
experiment
advertisement
equipment
information
fed
fin
yesterday
cards
awful
careful
playful
electric
music
cart
usually
remembered

Pretest

How many words did you spell correctly? If you misspelled a word, check your spelling to see where and why you made the mistake. List the words you found difficult in your spelling record.

Study Helps

1. Read these sentences.

We will need equipment for our gym. *e·quip·ment*

We must write a good advertisement. *ad·ver·tise·ment*

My experiment turned out well. *ex·per·i·ment*

Write the underlined words in syllables.

Use the syllables to help you learn to spell these words.

2. Say and write the list word that has the suffix *ly*. *usually*
Write its base word. *usual*

3. Write these base words. Add the suffix *ion* or *ation* to spell a list word.

educate inform
education information

4. Say and write the list words that have the suffix *ful*.
Write the base word of each. *awe care play*

What do you think the suffix *ful* means? Check the meaning in the *Mini-Dictionary*. Note the spelling carefully. There is only one l. *full of*

5. Say and write the word elevator.

Write the base word. *elevate*

What does the base word mean?

raise: lift up

Add the suffix *or* to the base word.

What is the meaning of the new word?

anything that raises or lifts up

How did the base word change when the suffix was added? *the final e was dropped*



Study Helps

Exercise 2: The suffix **-ly** is an Old English suffix. It comes from two earlier forms, one for adjectives, **-lic**, and one for adverbs, **-lice**, both derived from a word that now appears as like. This word is still used in child-like, war-like, lady-like.

In the word usually, the suffix **-ly** is added to a word with a Latin base *usu* with a Latin suffix **-al**.



6. Say and write the word music.
What consonant sound does s spell? /z/
Which letter spells /k/? c
7. Say and write the word education.
Do you hear /j/? yes
What letter spells /j/? d
Look at the pronunciation of education: (ej' u k̄a' shən)
Say the word again.
Listen for the last syllable. How is it spelled? tion
8. Write all the list words that have an ending or suffix.
Underline the words in which the spelling of the base words is changed.
9. Say and write a list word that rhymes with each of these words:
head thin yards part

education cards
elevator awful
advertisement
equipment careful
information playful
usually
remembered

10. Say this word: (i lek' trik)
Write the word.
What letter spells /i/ in the first syllable? e
What letter spells /k/ twice? c
Underline the consonant blend letters. electric
11. Say and write the list word that means the day before today. yesterday
How many syllables does it have? three
Which syllable is stressed? first
Underline the letter that spells /ə/.
e



When a base word ends in e, the e is dropped when a suffix beginning with a vowel letter is added.
For example: elevate + or = elevator
educate + ion = education

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Exercise 3: The two words educate and inform, illustrate another feature of the history of the English language. Both words are derived from Latin bases with a verb suffix, -ate. Inform came into English from Medieval French, where it had lost the verb suffix -ate; whereas educate came into English from Latin with the verb suffix intact. The noun suffix -ion was added to complete the words information and education. Pupils could be alerted to look for more words of this kind (transform and illustrate).

Exercise 4: The suffix -ful is another Old English suffix, identical in meaning with full.

Exercise 5: The suffix -or corresponds to the -er suffix in words like farmer, hunter.

Exercise 6: Another Latin suffix, -ic is notable for the retention of its vowel sound though unstressed, and the c spelling for a final /k/ where ck would be expected (and was found up to the beginning of the last century).

Exercise 7: The /j/ sound in education is unusual. It can be explained as a regrouping of sounds, /d/ + /yü/ became /dy/ + /ü/, which in turn became /j/ + /ü/. In most words in which the sequence /dyü/ occurs, the /y/ has disappeared, at least in North American speech; hence /dütē/, from an earlier /dyütē/, although /jütē/ is heard in some speakers.



Extending Your Spelling Skills

1. Read these sentences.

I will equip myself with a haversack for the hike.
My equipment for the hike was too heavy.

Notice that when a suffix is added to a base word, the new word is used in a different way in the sentence.

Use these words to complete the sentences below.

inform play usually education
information educate playful usual

1. The guide was sent to inform the tourists of the delay. This information was helpful in planning further activities.

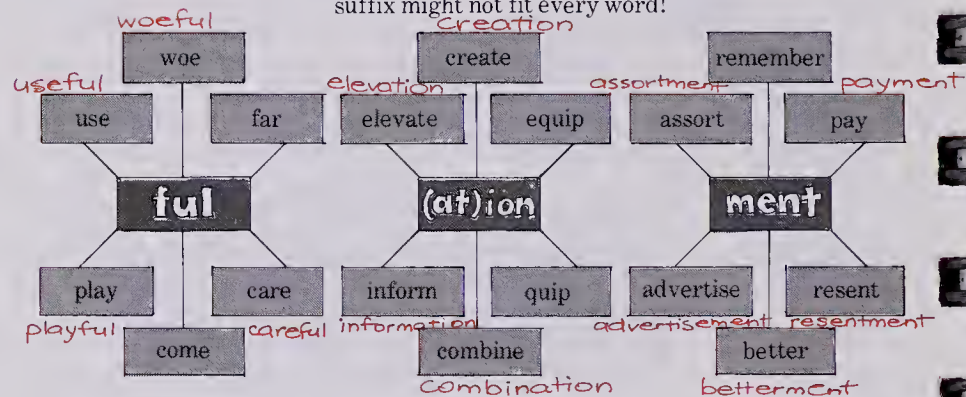
2. The zoo keeper had difficulty feeding the playful little cub. It liked to play all day.

3. Education is an important thing. Parents help to educate their children as much as possible.

4. The mole usually sleeps during the day. It goes on its usual hunt for food at night.



2. Write as many words as you can by joining the base words with the suffixes in the boxes. Be careful—the suffix might not fit every word!



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Extending Your Spelling Skills

Exercise 2: Before pupils complete this exercise, it might be useful to discuss with them the meaning of each suffix, such as: **-ful** — “being full of —”; **-(at)ion** — “the act of —”; **-ment** — “the act of —”, or “the state of —”. It should be made quite clear that these ideas are not to be taken as the only possible meanings but as useful approximations.

Pupils should be urged to check the meaning of any unfamiliar words in a dictionary.

Exercise 3: If pupils have problems with this exercise, do not hesitate to discuss with them the possible words for filling the blanks, then have them write out the passage. The important feature of this exercise is not guessing the words but writing them in context.



3. Complete this paragraph in your book by supplying the missing list words.

Richard and his friends formed a music group. Richard usually played the electric guitar. At first the group sounded awful, but careful practice and the odd experiment with different sounds encouraged them. The group built a little cart to transport their equipment. They called themselves "The Fin Sharks." Such a name would be easily remembered. To advertise, they made little cards that contained the necessary information. Their parents encouraged them as long as their education didn't suffer.

4. Find one list word for each of these pairs of meanings.

equipment

- hockey outfit
- what is necessary for some jobs

elevator

- used to carry people or things up and down
- used to store grain

fin

- part of the tail of an airplane
- found on a fish

5. Can you recognize these pronunciations?

education (ej' ù kâ' shən) (û' zhü əl ē) usually
advertisement (ad vēr' tis mən) (i kwip' mən) equipment

Say each word quietly to yourself and then write it in its regular spelling.

Unit Test

Compare your Pretest results with your Unit Test results. Did you misspell a word on both the Pretest and the Unit Test? List the words you found hard in your spelling record. Record your score.

Unit Test

Exercise 5: Another pronunciation of usually has three syllables, instead of four; either the /ə/ or the /ü/ being omitted in normal speech. Pupils should be urged to develop a mental image of four syllables to help them remember the spelling, although they may continue to say three syllables.

Continue to allow pupils who have become proficient in self-correction to check the test and mark their record forms independently while you work with the group that still needs help.

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and apply knowledge of spelling principles involved in adding suffixes to base words.
- To review and consolidate the following sound-spelling relationships: /ō/ — o before l (roll), oa (floated), o — c — e (open); /ī/ — i — c — e (dive); /u/ — o (cover).

Pretest

Dictation

The play ended very suddenly.
We were awed as we entered the castle.

The cook was rolling out dough.
A candy store was giving out free samples.

Would you mind opening the window?

The car smashed into a tree.
That sounded like thunder to me.
I like to sit in a rocking chair.
Siti rolled the string into a ball.
The mist covers the hill like a blanket.

We were fooled by the tricky question.

Gina hardly had time to eat.
The raft floated downstream.
We were invited to the car rally.
Rico completely covered his spinach with ketchup.
The duck was diving for worms in the ponds.

Mia paints beautiful pictures.
Marla goes for a music lesson every Friday.



Study Helps

- Read this short paragraph. Write the underlined words and the base word of each.
The beautiful scene changed quickly as the rolling thunder sounded in the distance. Ice, which had floated lazily on the surface, suddenly smashed the docks. The driving rain completely hid the swaying trees from view.

- Copy the chart below in your book.
In the column marked Base word, write the base words of the list words.
Then complete the chart by writing as many forms of the list words as possible. If there is no word for a space, mark the space with an X.

One is done for you. *Pupil activity*

Base word	ed or irregular form	ing form	ly form	ful form
end	ended	ending	X	X

- Say and write the list words in which you hear /ō/.
In each of these words, circle the letter or letters that spell /ō/. *rolling Opening rolled gloated goes*
- Say and write the word covers.
What is the first consonant sound you hear? /k/
How is it spelled? *c*
What is the first vowel sound you hear? /u/
How is it spelled? *o*
- Say and write the list words that have a consonant blend. *smashed sounded floated completely*
Underline the consonant blend letters.

ended
entered
rolling
giving
opening
smashed
sounded
rocking
rolled
covers
fooled
hardly
float

Pretest

How many words did you spell correctly on this test?
If you made an error, check to see why and how you made the error.

Study Helps

Exercise 1: You could draw to pupils' attention that changes are always made to the base words, never to the endings.

The exercise could be extended by having pupils state, where applicable, what changes were made to the base word when the suffix was added, before they read the *Remember* on the next page.

Exercise 2: The past form of dive can be either dived, the original form, or dove.

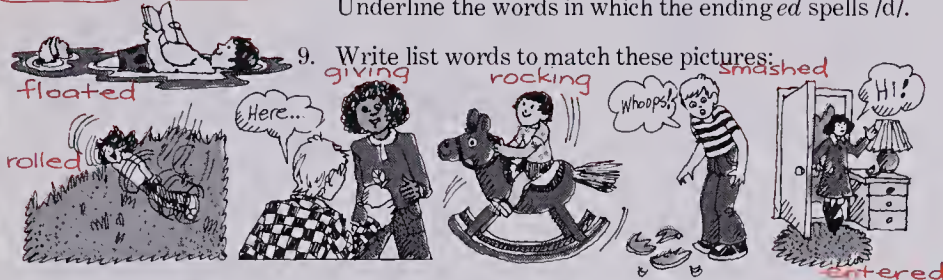
Exercise 3: Treat goes separately, and shows that it is not the same pattern as toes, sloes, does, that are all base words + s, (toe + s), whereas goes is base word + es.

6. Say and write the list words in which you hear /i/.
Write the base word of each. *invited diving*
In each of these base words, circle the letters that
spell /i/. *invite dive*

7. Say and write the word completely.
How many syllables are there? *three*
Which syllable is stressed? *second*
Look at its pronunciation: (kəm plēt' lē)
Which letter spells /ə/? *o*
List the two ways in which /ē/ is spelled. *e consonant e, y*

ended rolled
entered fooled
smashed floated
sounded invited

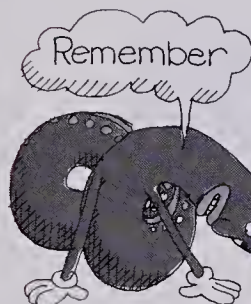
8. Say and write the list words that have the ending *ed*.
Circle those in which the ending *ed* forms a separate
syllable.
Underline the words in which the ending *ed* spells /d/.



9. Write list words to match these pictures:

10. Use these clues to write matching list words:

— /k/ is spelled ck *rocking*
— /ü/ is spelled oo *fooled*
— has /sh/ *smashed*
— has /är/ *hardly*
— has the ending es *goes*



You can write another form of a base word
by adding *ing* as in *rocking* and *giving*;
ed as in *rolled*; *s* as in *covers*.

If a base word ends in *e*, drop the *e* before adding an
ending that begins with a vowel letter.

Exercise 4: Ask pupils in what
other circumstances /u/ is com-
monly spelled *o* and what
similarities they notice between
the two situations. Have them
supply other examples of words
with the same spelling pattern as
cover (love, dove, shove, above
and glove).

Exercise 9: Discuss the pictures
with those pupils who have prob-
lems to help them find the list
words.

Extending Your Spelling Skills

1. Your teacher or classmate will dictate these sentences:

1. The smashed diving mask floated near the surface.
2. The boat rolled and tossed in the stormy sea.
3. The opening number of the band sounded beautiful.
4. She will be giving a party and has invited all her friends.
5. The pupils were completely fooled when their teacher entered, acting like the bionic man.
6. The Rolling Stones played for many people.



2. Write two or three sentences about the picture. Use as many list words as you can.

Individual responses

Check your sentences for spelling and punctuation.

*dragging drags dragged
builder building builds
maker making makes
jabber jabbing jabs
jabbed
older
calmer calming calms
calmed
hiker hiking hikes hiked
finder finding finds*

3. Use these base words together with the endings to write as many words as you can.

Base word		Ending
drag	old	er
build	calm	ing
make	hike	s
jab	find	ed

Check your dictionary if you are in doubt about the spelling of some words.

Extending Your Spelling Skills

Exercise 1: When you have completed the dictation, remind pupils to proofread their writing for punctuation and capital letters as well as spelling.

If they have problems recognizing the proper place in which to put a comma, read sentence 5 to them two or three times without the comma, that is to say, with level pitch. Then read the sentence inserting the comma, that is with a rising pitch on the second syllable of entered followed by a slight pause, and a resumption of the previous pitch level. Ask pupils what differences they noticed and where they occurred.

It is essential that pupils become aware of both the change of pitch and the pause, that marks the comma. Pauses occur at other points in a sentence, for instance between the end of the subject and the predicate, but are not accompanied by a change of pitch and do not represent commas.

You may have to repeat this exercise in auditory discrimination several times before the ears of all pupils are attuned to auditory punctuation symbols.

Exercise 2: Discuss the picture to help pupils identify list words they could use.

4. Wonder Worm is not sure when to add endings or suffixes to base words.
Proofread Wonder Worm's paragraph and rewrite it correctly in your book.



It was a ^{beautiful} day to go driving. Everyone ^{agreed} ~~agree~~. Our neighbors were glad to be ^{invited} ~~invite~~ to come along. We went by the sea where the ^{rolling} ~~roll~~ waves were ^{smashing} ~~smash~~ against the rocks. We saw people ^{diving} ~~div~~ and ^{swimming} ~~swim~~. All of a sudden the car ^{stopped} ~~stop~~. We had forgotten ^{completely} ~~com~~ about ^{putting} ~~put~~ in gas.

Proofread your work for spelling and punctuation.

5. Rewrite these sentences by replacing the underlined words with list words that have a similar meaning. If you're not sure of the meaning of the underlined words, check with a dictionary.

- | | |
|---|---|
| ^{ended} ended | 1. They <u>concluded</u> the meeting with a song. |
| ^{foded} foded | 2. Don't be <u>deceived</u> by appearances. |
| ^{hardly} hardly | 3. We <u>barely</u> had time to eat breakfast. |
| ^{completely} completely | 4. I was <u>entirely</u> to blame for the mistake. |
| ^{opening} opening | 5. There is a <u>vacancy</u> for a clerk at the bank. |

Unit Test

Compare your Pretest results with your Unit Test results. Did you misspell a word on the Unit Test which you spelled correctly on the Pretest? Mark your chart.

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Unit Test

Although self-correction is the normal method of dealing with pupils' spelling errors in the unit test, this activity must be thoroughly supervised to ensure that pupils are not persisting in their mistakes.

Checking the results of the unit test will alert you to problems that some, or all of the pupils are having with their spelling. Examine pupils' errors to see whether there seems to be any pattern to the kind of errors they make. This will guide you in the kinds of remedial teaching you should provide for these pupils. If problems can be diagnosed at an early stage, they are more easily corrected than if they are allowed to persist.

In the case of chronic misspellers, examine pupils' spelling records which may give information about particular, individual spelling problems. Look to see whether there is a pattern here and provide appropriate remedial work.

Exercise 4: Although it would be more natural to write, "We saw people diving and swimming," the form of the sentence in the paragraph is not ungrammatical. The **-ing** forms suggest that the actions were repeated. The infinitive forms suggest a single occurrence of the actions.

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To identify elements with irregular spelling patterns that need special attention.
- To apply this knowledge in writing animal names.
- To review and consolidate the following sound-spelling relationships: /o/ — **aw** (fawn); /k/ — **ck** (duck); /ā/ — **are** (hare).

Pretest

Although pupils should by now be accustomed to the routine of the pretest, some may still be anxious about the number of their mistakes, especially in a unit such as this, containing unusual spelling patterns. It is essential in this context that anxiety should be dispelled, so that pupils are aware of what they know and what they need to learn. Make every effort to ensure that pupils are able to work in a supportive non-threatening atmosphere and that they recognize that they are not expected to spell all the words correctly on the pretest.

coyote
hare
tortoise
tigers
hen
ducks
fawn
mermaid
creature
moose
monsters
wings
lawn
gorilla
claws
hairy
chickens
lizards

Pretest

How many words did you spell correctly?
Which words did you find difficult?
List the words you found difficult in your spelling record.



Study Helps

1. Say and write the word coyote.
Do you pronounce the word (kī'ōt) or (kīō'tē)?
What letter spells /k/? **c**
What letters spell /ī/? **oy**
Use the LOOK SAY COVER WRITE CHECK method to help you spell this word.

2. Say the word tortoise.
How many syllables do you hear? **+two**
Write the word.
Which syllable follows a regular spelling pattern? **first**
What vowel sound do the letters oi spell in the second syllable? **/ə/**
Look at the pronunciation of tortoise: (tôr'tās)
Notice that the letters oi spell /ə/.
Another word that follows this spelling pattern is porpoise.

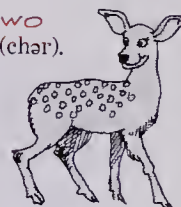
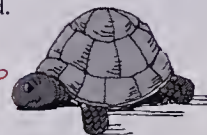
3. Say the list word in which the final syllable is pronounced (char). **creature**
How many syllables do you hear? **+two**
Write it. Circle the letters that spell (char).
Underline the letters that spell /ē/.

4. Say and write these words:

fawn claws **fawn**
 claws

What vowel sound do you hear in each of these words? **/ə/**
Underline the letters that spell this vowel sound.

Say and write the other list word that has the same vowel sound and spelling pattern. **lawn**



Dictation

Cris likes the sound of a howling coyote.

A hare is larger than a rabbit.

The tortoise is a type of land turtle.

Tigers have yellow fur striped with black.

My hen has stopped laying eggs.

All our ducks and chickens escaped from the pen.

The fawn moved gracefully through the forest.

A mermaid is an imaginary creature.

It looks like a creature from outer space!

The angry moose chased our car. Malu's story was about monsters from Mars.

I wish I had wings like a bird.

One of my chores is to mow the lawn.

Danya saw a gorilla at the zoo.

Tigers' claws are long and sharp.

Gorillas are large hairy apes.

Natasha likes chicken soup.

Most lizards have long tails.



5. Say and write this picture word.
How many syllables do you hear? *two (lizard)*
Circle the syllable that has a regular spelling pattern.
Underline the vowel letter that spells /ə/.
Which two letters spell /z/? *z and s*
Say and write the other list words in which /z/ is spelled s. *tigers monsters wings claws chickens*
Say and write the list words in which /s/ is spelled s. *tortoise ducks moose monsters*



6. Say and write this picture word.
How many syllables does it have? *three*
Which syllable is stressed? *second*
Look at its pronunciation: (gə ril' ə)
How is /ə/ spelled in the first syllable? *o*
What letter spells /ə/ in the final syllable? *a* *chickens ducks*
7. Say and write the list words that have the letters ck. *chickens ducks*
What consonant sound do the letters ck spell? */k/*



8. Say and write the word hare.
Listen for the vowel + r sound.
We show it like this: /āṛ/
Which letters spell /āṛ/? *are*
Say and write the other list word that has /āṛ/.
Underline the letters that spell /āṛ/. *hair*

9. Use these clues to write matching list words:

ducks—wild or tame swimming birds
monsters—imaginary creatures that usually look strange and frightening
mermaid—/ā/ is spelled ai



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Study Helps

Exercise 1: The unique spelling pattern of coyote comes through a Spanish American word from the Mexican word koyotl.

Exercise 2: The oi spelling of /ə/ in the unstressed syllables of tortoise and porpoise should be noted by pupils.

Exercise 4: As the dictionary indicates, the vowel in these words and in others with the spelling pattern aw was originally /ô/ and this pronunciation may persist among some speakers. The change to /o/ is increasing.

Exercise 5: Urge pupils to pay particular attention to the spelling of /ə/ in the unaccented syllable.

Exercise 6: The word gorilla, applied in the last century to a species of ape, was borrowed from the Ancient Greeks who, in turn, alleged it was a African word. The final a marks it as a foreign word, but apart from that feature, its spelling is regular. Because it may be confused with its homophone guerrilla. You could suggest to pupils that they pronounce the first syllable of the word /o/ during spelling activities, to help them remember the correct vowel letter.

Exercise 8: Hare and its homophone hair illustrate two common spellings of /āṛ/. Warn pupils to look carefully at the spelling of words that contain this sound, like fare/fair, stare/stair.

Extending Your Spelling Skills

1. Combine the sentences under each picture to make a good beginning for an animal story.



The coyote was hiding behind the shrubs . He was waiting for the ducks . They were going for their morning dip.



The beautiful fawn was following its mother . They crossed the meadow . A moose was following them.

Proofread your work for spelling and punctuation.

Individual responses

2. Complete these paragraphs with list words.

Brave me! I'm not frightened of hairy ~~monsters~~ in books or movies. In fact, I enjoy stories about the ferocious tigers, the thieving coyote, the majestic moose, or the Bambi-like fawn .

One day, I was curled up on the sofa reading "The Adventures of King Kong the Gorilla ." My heart was racing, when all of a sudden I felt something cold on my....

Individual responses

What do you think it was? Finish the story.

3. Copy the word pole in your notebook. Use the clues to complete the word pole with list words. If all your words are correct, the letters in the boxes will spell "an animal that is found in Australia."

1. ducks
2. mermaid
3. lawn
4. tigers
5. fawn
6. hare
7. moose
8. coyote

1. birds with webbed feet
2. a fairy-tale sea creature
3. land around a house covered with grass
4. members of the cat family
5. a baby deer
6. related to a rabbit
7. a large animal hunted for meat
8. It howls at night.

Extending Your Spelling Skills

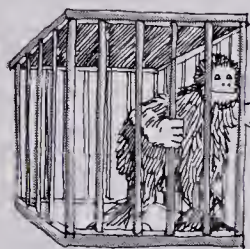
Exercises 1 and 2: These exercises should be completed, whether the stories are written or not. They both require pupils to write list words in context.

Exercise 3: If pupils are unfamiliar with word poles, go over the instructions with them.

4. Proofread Wonder Worm's letter to his animal friends, advising them on how to best protect themselves against the monsters. Rewrite the letter correctly in your book.



Dear Friends, ^{immediately}
We must act ~~immediatly~~
against the ~~monsters~~ ^{monsters}.
~~Coyote~~ ^{Coyote} will howl when
he sees them coming.
The tigers will patrol
the edge of the jungle
and try to keep the
~~monsters~~ ^{monsters} from entering.
~~Gorilla~~ ^{Gorilla} must stop play-
ing tricks and keep
~~watch~~ ^{watch} in all the high-
est trees. Remember, if
you are ~~atta ked~~ ^{attacked}, use your
~~claws~~ ^{claws}! ~~Escape~~ ^{Escape} if you can.
Wonder Worm



5. Read each pair of words. Fill each blank with a list word that belongs to that pair.

For example: hutch: rabbits as cage: gorilla

kennel: dog as shell: tortoise

: fast as snail: slow

duckling: duck as : deer fawn

wave: wavy as hair: hairy

trunk: elephant as : birds claws

Unit Test

Compare your Pretest results with your Unit Test results. Did you misspell a word on the Unit Test which you spelled correctly on the Pretest? Mark your chart.

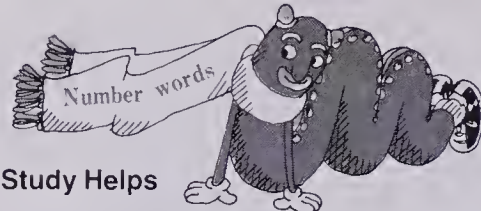
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Exercise 4: Allow competent proofreaders to complete this exercise independently, but go through it orally with other pupils. Discuss with pupils the strategies they use for detecting misspellings. Do they go by: (1) the look of the word? (2) the sound of it? (3) or how it feels when they write it? Since pupils learn in different ways, encourage them to develop an individual approach, provided, of course, that it is rational and effective.

Exercise 5: If any pupils are unfamiliar with this exercise on analogies, complete the first two with them. Allow them to complete the exercise and then discuss their responses.

Unit Test

Remind pupils that saying carefully a word you want to spell, often helps you to spell it correctly. This method is especially useful with polysyllabic words that contain three or four unstressed syllables.



Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To recognize compound number words.
- To write these words with a hyphen.
- To hear and recognize the sound /th/.
- To relate the sound /th/ to its spelling pattern **th**.

Pretest

Dictation

My aunt has sixteen canaries.
 Six times ten is sixty.
 Do you think that thirteen is an unlucky number?
 The seventh of June is my birthday.
 The pass mark was seventy per cent.
 Our cottage is ninety miles from the city.
 The temperature was below zero yesterday.
 That's the fourth popsicle you've eaten.
 Ann will be fourteen years old tomorrow.
 Continue counting the tickets, please.
 Isabel's telephone is out of order.
 What's happening next door?
 Ivon has a book about the history of ships.
 The formula for water is H₂O.
 His department looks after the mail.

sixteen
 sixty
 thirteen
 seventh
 seventy
 ninety
 zero
 fourth
 fourteen
 counting
 telephone
 happening
 history
 formula
 department
 twenty-five
 twenty-eight
 thirty

Pretest

How many words did you spell correctly?
 If you misspelled a word, find out why and where you made the mistake(s).

Study Helps

1. Copy these numbers in your book.
 Beside each number, write the number word that is *one more* than the number.

sixty	59	27	twenty-eight
seventy	69	29	thirty
ninety	89	6th	seventh
fourteen	13	3rd	fourth
sixteen	15	12	thirteen
twenty-five	24		

2. Write list words to match these clues:

telephone — It was invented by Alexander Graham Bell.
zero — another word for *nil*
counting — saying numbers in order
formula — a recipe
department — a section or division of a store
history — a record of past events

3. Say and write the list words that have the suffix *teen*.

Write the base words. six three four
 What do you think the suffix *teen* means? ten

Circle the base word that changes its form when you add the suffix *teen* to it.

4. Say and write the list words in which the final sound is /th/. seventh fourth

Write the base words. seven four

Say and write the list words in which the initial sound is /th/. thirteen thirty

Study Helps

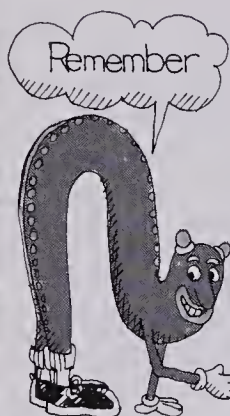
Exercise 2: The word zero was borrowed from French in the sixteenth century. The French had borrowed it from an Arabic word that has also given us the word cipher, which originally also means zero.

Exercise 3: In addition to the list words, draw pupils' attention to other "teen" words in which the base is changed, fifteen and eighteen.



5. Some compound words use a hyphen (-) between base words.
Say and write the compound list words. *twenty-five*
twenty-eight
Write their base words. *twenty five* *twenty eight*
Why isn't *fourteen* a compound word?
6. Say and write the list word *telephone*.
How many syllables do you hear? *three*
What is the initial consonant sound of the final syllable? */f/*
Circle the letters that spell it. *telephone*
The word *telephone* comes from the Greek words *tele* (which means "distant, far") and *phone* (which means "sound").
7. Say and write the only list word that has a double consonant. *happening*
Write its base word. *happen*
What do you notice about the vowel sound before the double consonant letters? *it is short*

8. Say the word history.
How many syllables are there? *three*
Look at its pronunciation: (his' tə rē) or (his' trē)
Say the word again carefully.
Write it.
9. Say and write the list word that is a homophone for forth. *fourth*
What vowel + r sound do you hear? */ôr/*
Circle the letters that spell /ôr/.
There are only a few words that spell /ôr/ with our.
Some of them are: *mourn* *course* *resource*



Some compound words, such as *twenty-five*, are spelled with a hyphen.

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Exercise 6: Pupils will have already encountered words of Greek and Latin origin in their studies of science and math words, and are likely to encounter many more.

It could be advantageous to introduce pupils to Greek and Latin roots, common elements in many words. In spite of deriving from "dead" languages these roots are active in modern English as many recently introduced words demonstrate, *television*, *telekinesis*, *telephoto*, for instance. The spelling of the root words is fairly regular. A collection of common **tele** words would introduce pupils to many other Greek and Latin roots.

Exercise 8: If pupils associate *his* tory and historical they will have no problems with the vowel letter in the middle syllable.

Exercise 9: Pupils may now recognize homophone as a word of Greek origin and deduce that it means "same sound."

Exercise 4: The dictionary pronunciation symbols the sounds represented by the **th** of this and thin, writing them (TH) and (th) respectively. The distinction is of little importance for pupils learning to spell since the spellings for the two sounds are identical.

Exercise 5: Usage is divided over many words that may be compounded with or without a hyphen, but *compound number words are always hyphenated*.

Extending Your Spelling Skills

1. Read these sentences and then have your teacher or classmate dictate them.

1. All the people working in this department are between sixteen and sixty.
2. The formula had to be kept at a temperature of thirty below zero.
3. The gorilla was moved to his fourth zoo.
4. When he was only fourteen, he won his seventh skateboard championship.
5. The telephone company hired twenty-five more people.
6. This house has an interesting history.

Proofread your sentences for spelling and punctuation.

2. Write the answers to these problems in number words.

$$\begin{aligned} 30 + 30 &= \text{sixty} \\ 30 - 16 &= \text{fourteen} \\ 70 + 20 &= \text{ninety} \\ 30 - 5 &= \text{twenty-five} \\ 18 + 12 &= \text{thirty} \\ 20 + 8 &= \text{twenty-eight} \end{aligned}$$

3. Rewrite these sentences by replacing the underlined words with list words that have a similar meaning. If you're not sure of the meaning of the underlined words as used in the sentences, check with a dictionary.

1. It was an extremely unusual event. happening
2. This old ring has an interesting past. history
3. I was relying on you to fix supper. counting
4. She took charge of the sales division last year. department
5. The scientist was working on a secret recipe. formula



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Extending Your Spelling Skills

Exercise 1: Warn pupils before you read the dictation to them that one sentence contains a comma, and that they should listen for it.

Exercise 2: Remind pupils that some words will require hyphens.

4. These two word squares each contain a list word. To find them you must go up, down, or sideways but *not* diagonally. You *cannot* skip a square.

E	N	O
E	T	H
L	E	P

telephone

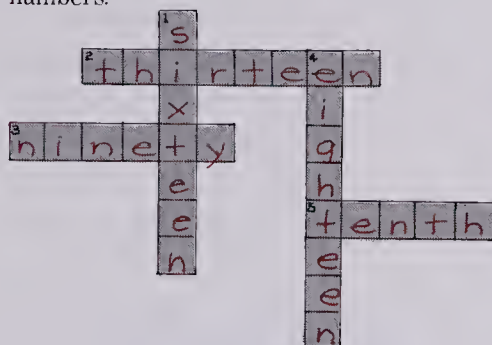
G	N	I
P	E	N
P	A	H

happening

5. Write all the list number words (except those that end in the letters th) in ascending order.

Zero thirteen fourteen sixteen twenty-five twenty-eight
thirty sixty seventy ninety

6. Complete this crossword puzzle with number words. Write the answers in your book using the puzzle numbers.



1. the number before seventeen
2. an "unlucky" number
3. $30 \times 3 =$ _____
4. $3 \times 6 =$ _____
5. seventh, eighth, ninth, _____

Unit Test

How did you do on the Unit Test?

Did you still find some words difficult? Why?

Record your score.

Unit Test

Exercise 4: Make sure that pupils fully understand the instructions and explain that they may start with any square. Some pupils might like to make up more word squares from words in previous units.

Direct pupils to examine their errors and compare them with the errors they made on the pretest. Were hyphens omitted? Were syllables missed from three- or four-syllable words? Was the same word misspelled in both tests? Was the mistake repeated? Remind pupils to use what they know of syllable division so that they can tackle long words piecemeal for easier spelling.

Unit 23

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To identify elements with irregular spelling patterns that need special attention.
- To apply this knowledge to writing place names.
- To write specific place names with a capital letter.
- To relate the following sounds to some unusual spelling patterns: /i/ — y (hymn); /j/ — g before y (gym); /k/ — ch (Christmas).
- To learn to locate words in a dictionary.

Pretest

Dictation

A trillium is the floral emblem of Ontario.

Newfoundland is an island.

Labrador is part of the Canadian Shield.

The islands of Hawaii are in the Pacific Ocean.

Edmonton is where my father was born.

My friend, Myoshi, was born in Japan.

Christopher Columbus was a great explorer.

British Columbia has a moderate climate.

I'm trying to rid the plants of aphids.

Do you know the metric equivalent of an inch?

Saba kicked the soccer ball.

23

Ontario
Newfoundland
Labrador
Hawaii
Edmonton
Japan
Columbus
British Columbia
rid
inch
kicked
wishing
gym
skip
quick
skin
Christmas
until

Pretest

How many words did you spell correctly? British Columbia
Which words did you find difficult? Why? Christmas
List these words in your spelling record.

Study Helps

1. Use each of these clues to write a list word that begins with a capital letter:

—It means "new found land." Newfoundland
—Canada's Pacific province British Columbia
—Its capital is Tokyo. Japan
—the capital city of Alberta Edmonton
—part of the United States Hawaii
—Its capital city is Toronto. Ontario
—an explorer Columbus
—part of the province of Newfoundland Labrador

2. Say and write the word gym.
What vowel sound do you hear? /i/
Circle the letter that spells the vowel sound.
Which letter spells the initial /j/? g
Write the word of which gym is an abbreviation.
Consult a dictionary if you're not sure. gymnasium
Say and write the other list word that begins with /j/.
How is /j/ spelled in this word? Japan

3. Say and write the list words in which you hear /i/.
How is /i/ spelled in these words? i and y
Here are some other words in which i spells /i/.

- synonym hymn Egypt gypsy typical
Columbus
British Columbia
4. Say and write the list words in which /k/ is spelled c.
Say and write the list words in which /k/ is spelled k. kid
In which list words is /k/ spelled ck? skip skin
kicked quick

Study Helps

Exercise 1: Review the term proper noun. If necessary, go back to Unit 13 and have pupils review exercise 1. If pupils are still unsure of the concept, establish that proper nouns name single locations rather than kinds of locations, Ontario rather than province, Edmonton rather than city. Finally, remind them that if the name is specific, it is written with a capital letter.

5. These list words are written in their pronunciation symbols. Say each one carefully and then write it in its regular spelling.

Ontario (on tār' ē ō') Newfoundland (nū' fənd land')
 Labrador (lab' rə dōr') Hawaii (hə wī' ē)
 Edmonton (ed' mən tən) Japan (jə pan')

Christmas inch 6. Say and write the list words that have the letters **ch**.
 In which word do the letters **ch** spell /k/? **Christmas**

7. Say and write the list word whose pronunciation is (hə wī' ē).

Underline the letters that spell /i/. **Hawaii**

Which letter spells /ē/? **i**

There are very few words that spell /i/ with **ai**.
 Another is **aisle**.

8. Say and write the list word in which you hear /kw/.

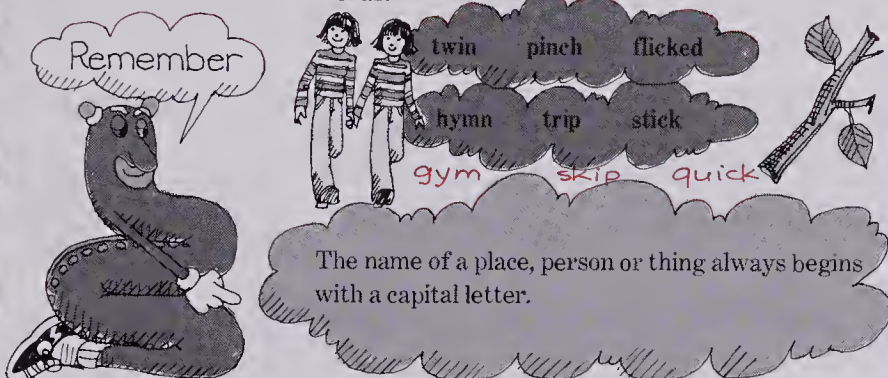
Underline the letters that spell /kw/. **quick**

Which letter always follows **q**? **u**

9. Write the list words that have the ending **ed** or **ing**.

Circle the base word of each. **(kicked) (wishing)**

10. Say and write the list words that rhyme with these words: **skin** **inch** **kicked**



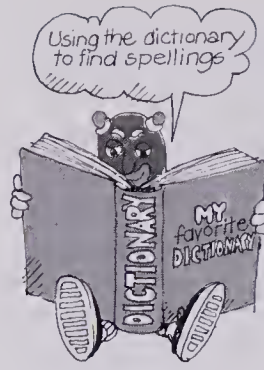
Exercises 2 and 3: The words in these two exercises are examples of words derived from the Greek language.

The name Egypt was the Greek name for that country, and gypsy is short for Egyptian, since Egypt was thought to be their country of origin.

Exercise 4: Ask pupils to give the word in which /k/ is spelled with neither **c** nor **k**. You could also ask why **k** is necessary to spell the first sound of kicked.

Exercise 5: Draw pupils' attention to the distribution of stresses in Newfoundland, (nū' found' lənd).

Exercise 6: The letters **ch** in Christmas represent a Greek sound similar to /k/. As a result, words in which this spelling pattern occurs can be identified as being derived from Greek, for instance: chasm, chaos, chorus and its variant, choir.



Extending Your Spelling Skills

1. A dictionary helps us to find *meanings* and *pronunciations* of words. It also helps us to find out the *spelling* of a word.

Suppose you wanted to write this sentence and weren't sure how to spell the word written in pronunciation symbols. What could you do?

We had a good time in the (jim).

Think of the different ways in which the consonant and vowel sounds in a word can be spelled. This can help you imagine the spelling of the word. Then check your letter combinations with a dictionary until you find the word.

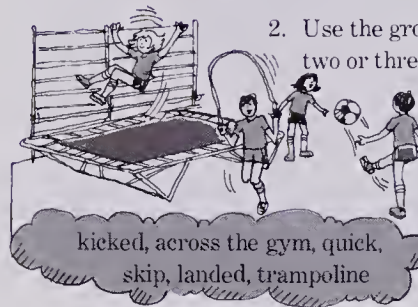
You may ask yourself some questions.

Does (jim) begin with the letters **ji**? Look under **ji** in the dictionary. If it is not there, think what other letter, besides **j**, can be used to spell /j/.

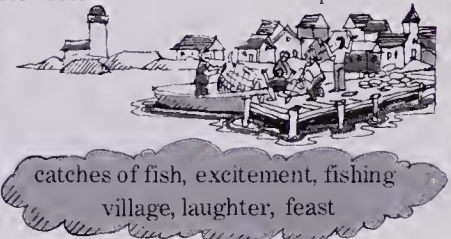
What other letter, besides **i**, can be used to spell /i/?

If you can't remember what other letter (besides **j**) spells /j/, look in the chart on *Common Spellings of English Sounds* on pages 160—161.

How might you locate this word—(nok)? ^{Think what other letter can be used to spell /n/}
To find a word in a dictionary, you must know at least the first two letters.



2. Use the groups of words below each picture to write two or three connected sentences about the picture.



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Extending Your Spelling Skills

Exercise 1: Pupils will need further exercises in using a dictionary to find how to spell a word; this exercise is a brief introduction.

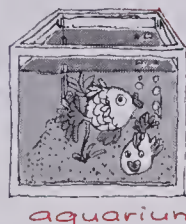
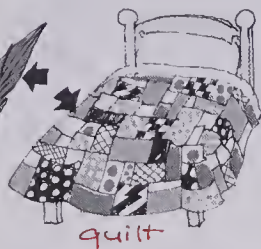
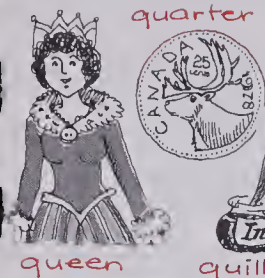
To become efficient, pupils will have to know the options for the spelling of any given sound. These can be found in the chart of "Common Spellings of English Sounds" on pages 160-161.

3. Complete these sentences with list words.

1. The Canadian fishermen had large catches of fish off the coasts of Newfoundland and Labrador.
2. Susan's family went by plane from Edmonton Alberta, to Toronto, Ontario.
3. My family enjoyed the warm, sunny weather in Hawaii last winter.
4. Tokyo was my first stop on my tour of Japan.

4. One word in this unit begins with qu. Write the word.

Match the pictures with qu words. What do you notice about words that have the letter q? The q is followed by u

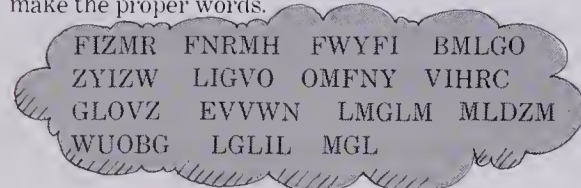


5. Here is another of Porta's codes.

A	B	C	D	E	F	G	H	I	J	K	L	M
Z	Y	X	W	V	U	T	S	R	Q	P	O	N

Decode this message and write it in your notebook.

The message has been sent in groups of letters. When you have decoded it, you have to combine the letters to make the proper words.



Unit Test

Compare your Pretest results with your Unit Test results.

Did you do better on the Unit Test?

Record your score.

Unit Test

Exercise 3: Remind pupils to proofread their sentences for capitals as well as for spelling.

Exercise 5: Solving a coded message written in groups of letters forces pupils to pay attention to words letter by letter.

Check the unit test results for omitted capital letters. If pupils have overlooked any, give them further exercises similar to "Extending Your Spelling Skills," exercise 3.

Unit 24

Objective

To review and extend the use of the high-utility words listed in Units 19-23.

Enabling Objectives

- To apply knowledge of spelling principles to writing words with an initial capital letter, and also to changes in base words when suffixes are added.
- To apply knowledge of pronunciation symbols.

Looking Back

Exercise 1: As pupils review their record forms and unit test results, spend a few moments with each pupil to refresh your memory of his/her individual performance. You should then be able to assign specific exercises in this unit for particular pupils or for small groups.

You might spend a few minutes with the whole class reviewing the study steps described on page 5. Establish with pupils that, when they are looking at a word and saying it, their undivided attention should be concentrated on it. They should be able to perceive a word or a collection of syllables, hear the sound of each syllable and relate the sounds to the letters that spell them.

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Looking Back

1. Look at your spelling record for Units 19—23 to see which words you misspelled, and the kinds of errors you made. If you're still finding difficulty spelling these words, use the LOOK SAY COVER WRITE CHECK method to help you study these words.

2. Change each of these base words into a list word by adding one of these suffixes:

education elevator
completely equipment
hardly advertisement
information beautiful
usually
careful
playful

ment ation or ion ful ly or
educate elevate usual
complete equip care
hard advertise play
inform beauty

Check your spelling with your book.

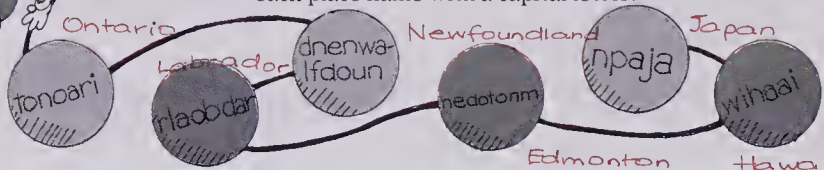
telephone mermaid
coyote electric
hardly history
hawaii japan
tortoise
music
advertisement
gorilla

3. These list words are written according to their dictionary pronunciations. Pronounce them carefully and write them according to their regular spelling.

(tel'ə fōn') (mēr'mād') (tōr'tās)
(kīō'tē) (i lek'trik) (mū'zik)
(hārd'lē) (his'tā rē) (ad'vər tīz'mənt)
(hə wī'ē) (jə pan') (gə ril'ə)



4. Wonder Worm was trying to visit as many places as possible. Unfortunately, all the place names were jumbled up and that got Wonder Worm confused. Help Wonder Worm unscramble each place name and write it correctly in your book. Remember to begin each place name with a capital letter.



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Guide pupils in their examination of their records and lists from Units 19-23. Suggest that they check which aspects of the words give them the most trouble, the sound-symbol relationships, syllable division, the spelling of /ə/ or /i/ in unstressed syllables, or the treatment of base words when certain suffixes are added. If you find a group of pupils who are having trouble generally with spelling, you may have to go back and teach them the basic sound-spelling relationships that were reviewed in the first five units.

Some pupils with a limited background in English may have difficulties because they shy away from, or mispronounce, polysyllabic words. Supply these pupils with a list of words and a tape recording of them so that they can see the word, hear it (preferably with a head-set) and then imitate it. If the problem persists, first record the word on tape yourself, and then the individual pupil's imitation of it; let the pupil listen to his/her performance and identify when it differs from yours.

5 Plural form

DNF
covers
drives
DNF
DNF
rolls
smashes
DNF
feeds

ed or irregular form

covered
drove
rolled
smashed
gave
fed

ing form

going
driving
inviting
fixing
rolling
smashing
giving
feeding

fix →

5. Copy this chart in your book.

Complete it with the missing words.

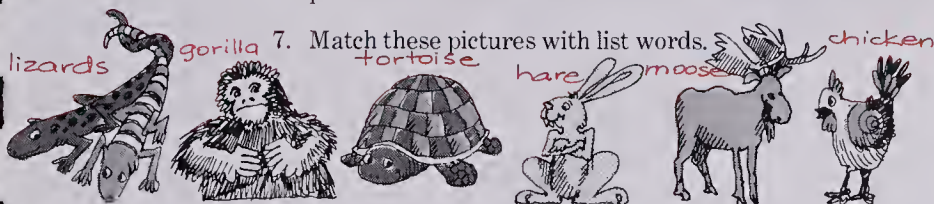
In the spaces where no word fits, write D.N.F. (Does Not Fit).

Base word	Plural form	ed or irregular form	ing form
go	_____	went	_____
cover	_____	_____	covering
drive	_____	_____	_____
invite	_____	invited	_____
_____	_____	fixed	_____
roll	_____	_____	_____
smash	_____	_____	_____
give	_____	_____	_____
feed	_____	_____	_____

6. Your teacher or classmate will dictate this paragraph.

When my experiment failed for the seventh time, I knew that something had to be wrong with the formula. I was completely careful in following the instructions. I had made sure that my equipment was working properly. What was happening? Had someone fed wrong information into the computer? I was about to give up when the head of my department entered.

Proofread your paragraph for spelling and punctuation.



7. Match these pictures with list words.

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Exercise 5: Draw pupils' attention to the words that appear under the heading "Plural form." To demonstrate the plural form use it in a sentence such as:

Some cattle feeds are more nutritious than others.

Make sure however that pupils realise that the ending s or es does not always indicate a plural noun as in:

Pat always feeds the birds in winter.

Remind all pupils that in many common, frequently occurring words, some sounds are not spelled with the letters that usually represent them, nor do generalizations apply to every base word + ending. If a word has an unusual spelling pattern, it must be learned separately. You could illustrate this with the spelling of goes, gym, Christmas, and coyote, the ion/ation and er/or variations in suffixes.

Exercise 2: You could extend this exercise by asking pupils to add other suffixes to make as many words as they can. To check the answers you could require pupils to check their new words by looking them up in a dictionary.

Exercise 6: Read the passage through at normal speed and with normal intonation. Warn pupils to listen carefully for punctuation marks, commas, periods and question marks. Encourage pupils to try to write the complete sentence from a single dictation. The longer sentences may have to be divided into two parts, or even more parts if pupils become confused. Read the complete passage through at the end of the dictation to allow pupils to make final corrections to spelling and/or punctuation.

8. Copy these math problems in your book. Complete the problems with number list words.

Subtract ^{thirty} from ^{ninety} to get sixty.

Add ^{sixteen} to ^{thirteen} to get twenty-nine.

Multiply sixteen by ^{zero} to get zero.

Add twenty-five to ^{twenty} to get fifty-three.

9. Rewrite these sentences and replace the underlined words with list words that are *antonyms* (words of opposite meaning).

1. The concert ^{ended} ~~began~~ just as I ^{entered} ~~left~~ the room.

2. The ^{opening} ~~closing~~ sale will begin next week.

3. She had a ^{playful} ~~serious~~ look on her face.

4. I was ^{quick} ~~slow~~ to catch on.

10. Wonder Worm is attempting to write again, but has forgotten how to spell some words. Proofread Wonder Worm's paragraphs for spelling and punctuation and write them correctly in your book.



Coyote
~~Kioyote~~ sounded angry when he ~~adressed~~ the animals.
"Stop giving ~~meesages~~ and wrong ~~information~~," he said. "What's ~~hap-pening~~? Don't be ~~foold~~. I'm going to test that formula by ~~eksperiment~~. If it works, we are in trouble and have to be ~~extremely~~ careful. You must trust me ~~completely~~."

What do you think the coyote was talking about?

Write one or two paragraphs to complete the story.

Individual response

Exercise 10: Once more, the important part of the exercise is the proofreading. Allow competent proofreaders to work independently and go over the passage orally with the others.

11. Complete each rhyme with a list word.
Write the pairs of rhyming words in your book.



We'll be heading north
On August the _____ *fourth*

It won't be a mystery
If you knew its whole _____ *history*

What fun to ride a porpoise
Or a giant _____ *tortoise*



12. Use the *Mini-Dictionary* at the back of the book to find the meaning of the underlined words.
In your notebook, write each word and the number of the dictionary meaning that fits the sentence.

1. We fed logs to the campfire. *5*
2. I astonished him with my playful remark. *2*
3. She was wearing a fawn gown. *2*
4. The beautiful weather invited us to take a walk. *4*
5. She has a quick temper. *3*
6. He covers four hundred kilometres in one day. *6*
7. The bird wings its way to the south in winter. *7*
8. The children will hardly come for practice in this bad weather. *3*
9. You should be counting yourself lucky to be alive. *8*
10. Grain is stored in the elevator. *3*



13. Here is another word maze. If you are not sure how to solve a word maze, refer to Unit 9.
Find three list words, the base word of another, and as many other words as you can.

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Review Test

Exercise 11: Some pupils might enjoy writing other rhymes using suitable list words. If any rhymes are written, make arrangements for them to be shared with other pupils.

Exercise 12: Go over the instructions with pupils, and to make sure they understand, work through a couple of examples with them. When the exercise has been completed check it orally with the group.

Exercise 13: Some pupils enjoy word puzzles. Suggest they try to make up similar puzzles for their class mates.

Proceed as before if you have been giving review tests. In lieu of such a test, you might wish to test individual pupils on their lists of problem words.

Special Unit: Geography Words

Objectives

- To provide variety in the spelling program.
- To develop interest in learning to spell words that relate to geographical studies.

Teaching Suggestions

This is another special unit and it should be treated accordingly. No formal testing is required beyond a discussion and correction by pupils of the exercises. The emphasis should be placed on such matters as vocabulary development, precision of language and the extension of a spelling consciousness beyond the bounds of a spelling program.

The words used in this unit are generally useful, but you may wish to add or substitute words that are more relevant to your region or your own course of studies.

In addition, you might like to spend some time on the origins and structure of some of the words. The suffix **-tude** is derived from Latin in which language it functioned as an abstract noun suffix generally added to adjectives. Rotation and elevation have a familiar suffix, whereas revolution has a variant form. Pupils should now be able to identify hemisphere as a Greek derivative from its spelling. Oasis is another word borrowed without alteration from the Ancient Greeks, who in their turn had borrowed it from the Egyptians.

Tundra, however, must be one of the very few words borrowed from the language of the Laplanders.

Exercise 1: Pupils should note the single **t** in latitude is an exception to the usual spelling pattern of a double consonant following a short vowel.

Exercise 2: Point out to pupils that they should be on the lookout for other variations of the vowel + **tion** suffix. They have two forms among the "Geography" words, **-ation** and **-ution**. Ask them whether they can supply an example of a third form; suggest that they look in their math book.

Exercise 4: You could develop the meaning of hemisphere by identifying the prefix **hemi**, relating to the corresponding Latin prefix **semi** and linking both to their meaning half.

Geography Words

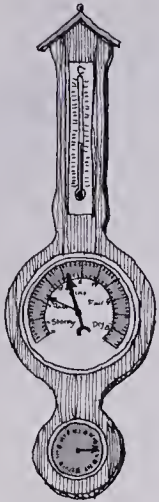
longitude	eclipse	hemisphere	oasis
latitude	rotation	reservoir	strait
altitude	revolution	density	tundra
elevation	meridian	climate	barometer



- Say the word latitude. **lat-i-tude**
Write it in syllables.
Say and write the other two list words that have the same final syllable. **longitude altitude**
- Say and write the word (rev' ə lū' shən). **revolution**
How is /ə/ spelled in the second syllable and the final syllable? **o and io**
Write its base word. What does the base word mean?
revolve to move in a circle
Read these sentences. What is the meaning of the underlined words as used? If you're not sure, check with the *Mini-Dictionary*.
I wonder if all the planets revolve around the sun.
The revolution of the earth around the sun takes a year. **a movement in a circle or curve around some point**
Say and write the other two list words in which the final syllable is /shən/. **elevation rotation**
Write the base words. **elevate rotate**
- Say the word reservoir carefully.
Write it in syllables. **res.er.voir**
Notice how the final syllable is spelled.
Use the Study Method to help you learn this word.
- Say and write the list word in which you hear /t/. **hemisphere**
How is /f/ spelled? **ph**
What letters spell the vowel + r sound? **ere**
- Say and write the list word whose pronunciation is (klī' mit). Circle the letters that spell /it/. **climate**

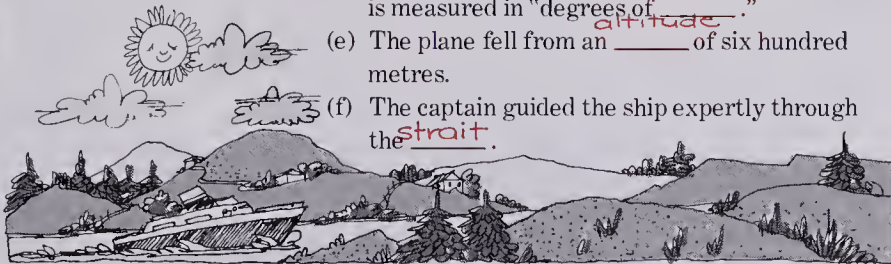


6. Write the list word that means "a partial or complete darkening of the sun or the moon." eclipse
 How many syllables are there? two
 Underline the stressed syllable.
 What is the vowel sound in the first syllable? /ē/
 How is it spelled? e



7. Say the word oasis.
 How many syllables are there? three
 Look at its pronunciation: (ō ā' sis)
 Say the word again carefully. Write it.
8. Say this picture word.
 How many syllables are there? four
 Which syllable is stressed? second
 Look at its pronunciation: (bə rom' ə tər)
 How is /ə/ spelled in each unstressed syllable? a e e
 Write the word.

9. Complete these sentences with list words.
- (a) The earth's rotation on its own axis causes day and night, but the earth's revolution around the sun brings on the seasons.
- (b) The line that divides the globe into the Eastern and Western hemispheres is called the Prime Meridian.
- (c) The ground beneath the surface of the tundra is usually frozen for the greater part of the year.
- (d) The distance between the Equator and the poles is measured in "degrees of latitude".
- (e) The plane fell from an altitude of six hundred metres.
- (f) The captain guided the ship expertly through the strait.



Exercise 8: Pupils should be able to relate the word barometer to thermometer, and, if they have been studying weather to hydrometer, hygrometer and anemometer.

Unit 25

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objective

- To review and consolidate the following spelling patterns: /j/ spelled **g** before **e** (gently), before **i** (engine), before **y** (gymnasium); /g/ spelled **g** before **a** (garage), before **o** (gods), before **u** (figure), before a consonant (grand); /ks/ spelled **x** (extra).

Pretest

Dictation

My car's engine needs a tune up.
Can you imagine a world without the sun?

Jerry managed to finish all his chores.

My father is the manager of a toy store.

We have a three-car garage.

Be sure to handle the kitten gently.

The Rockies are grand mountains.

I see a group of children playing tag.

Singing gives me pleasure.

The baseball catcher took off his glove.

A square is a geometrical figure.

The thief tried to grab my purse.

She was given a bicycle for her birthday.

The ancient Greeks had many gods.

Scientists carry out experiments to test their theories.

I need a little extra time to finish my work.

Sky diving is a dangerous hobby.

Try again to dial that number.

25

engine
imagine
managed
manager
garage
gently
grand
group
gives
glove
figure
grab
given
gods
experiments
extra
dangerous
again

Pretest

How many words did you spell correctly? Which words did you find difficult? List these words in your spelling record.

Study Helps

- As you read the underlined words in the following sentence, listen for the two different sounds represented by the letter **g**.

The manager of the garage managed to fix the engine.



Write the word in which /g/ is spelled **g**. garage
Write the words in which /j/ is spelled **g**. manager
engine
garage managed
Note that when the letter **g** spells /j/, it is usually followed by either **e** or **i**.

- Write the list words in which the initial /g/ is spelled **g**. garage grand group gives glove
grab given gods
Say and write the list word in which the initial consonant sound is /j/. How is it spelled? gently g
- Write the list words in which /g/ is spelled **g** other than at the beginning of the word. figure again
Write the list words in which /j/ is spelled **g** other than at the beginning of the word.
garage dangerous manager
- Say and write the two list words whose base word is manage. managed manager
Say and write the two list words whose base word is give. gives given
- Say and write the word imagine.
What are the two final sounds you hear? /ən/
Circle the letters that spell /ən/. imagine
Say and write the other two list words in which the final sounds are /ən/. engine given
In each of these words, circle the letters that spell /ən/.

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Study Helps

Exercises 1-3: The spelling patterns involving /g/ spelled **g** are fairly regular:

- Before **a**, **o**, **u**, it is most commonly spelled **g**.
- It is also spelled **g** before **e** and **i** as in begin, get, geese, give, etc.
- In many words, it is spelled **gu** before **e**, **i** and **y** as in guess, guilt and guy.
- It is also spelled **-gu** in final positions in the combination **vowel + consonant + e** as in plague, rogue, fatigue, etc.

- It is spelled **gh** in a few words of foreign origin, ghetto, gherkin, spaghetti, etc. and also in ghost, ghastly, ghoul.
- Pupils should also note the exceptional spelling with **gu** in guarantee and guard(ian).
- In the blends /gr/ and /gl/ it is always **g**.

The spelling patterns of /j/ spelled **g** are also fairly regular:

- Before **e**, **i**, or **y** it is generally spelled **g** as in gem, ginger and gym.

6. Say and write the word .
Do you pronounce it (ə gen') or (ə gān')?
No matter how you say it, remember that the letters
ai spell the second vowel sound.

7. Say and write the word figure.
How many syllables do you hear? **two**
Do you pronounce it (fig'ər) or (fig'yər)?
No matter how you say it, remember that the second
syllable is spelled ure.
Use your study method to help you learn to spell this
word.

8. Write list words that are formed from these base
words: danger give manage gentle
dangerous(ous) given(en) managed(ed) gently(ly)
manager(er)
Beside each list word, write the suffix or ending that
was added to the base word.

9. Write the list words in which you hear /ks/.
Circle the letter that spells /ks/. **eXperiment**
eXtra

10. Say and write the word group. **group**
Circle the consonant blend.
What vowel sound do you hear? **/ü/**
How is it spelled? **ou**
There are few words that spell /ü/ with ou.
Some of them are: soup souvenir

11. Say and write the word glove. Circle the consonant blend.
What vowel sound do you hear? How is it spelled? **/u/ o**
glove
Say and write the list word in which the letter o
spells /o/. **gods**

The letter g can be used to spell /g/ as in grand.
The letter g can be used to spell /j/ as in gently or
engine.

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Exercise 10: Draw pupils' attention to the limited number of words in which /ü/ is spelled **ou**. Other commonly occurring words with this spelling pattern are wound, you and youth. In addition to these English words there are many recent loan words from French and other languages that share this spelling pattern, such as boulevard, cougar, coupe, coupon, goulash, rouble, rouge, and so on.

Exercise 11: Draw pupils' attention to this example of /u/ spelled **o**. Ask pupils for other examples of this spelling pattern. You may be given a number of rhyming words, love, above, shove, dove. These should be listed on the chalkboard. You could suggest that pupils collect and record on a chart, words that illustrate this particular spelling pattern to show how common it is.

2. In the final position, after short vowels, it is spelled **dge** as in badge, hedge, ridge, etc., after long vowels or consonants as in rage, huge, hinge, large, etc.
3. Medially, it is generally spelled **g** before **e**, **i**, (digest, rigid), **ge** before **a** and **o** (sergeant, pigeon), and before the ending **-ous** **ge** or **gi** (gorgeous, prodigious).
4. In blends with **l**, **r**, or **n**, it is spelled **ge** (bulge, barge, hinge).

Exercise 4: The two words garage and manage are both borrowed from the French language. In manage the suffix **-age** has weakened to /ij/. In garage, the French influence is still audible in the final vowel /ä/ and the consonant /zh/; however, among some speakers the final consonant has already become /j/.

Extending Your Spelling Skills

1. Complete these sentences using as many list words as possible. *Individual responses*

The manager of the garage _____.
 Can you imagine _____?
 _____ is dangerous.
 Our experiments _____.

Some examples:
 manager rage range
 gem eager manger
 gear germ



2. Use the letters in the box to write as many words as you can. Each word must have the letter *g*. You can move in any direction as many times as you want, but you cannot jump over a letter.

3. Add as many of these endings or suffixes as you can to each word in the box below. In your notebook, write the words you have formed.

<i>ed</i>	<i>ing</i>	<i>ly</i>	<i>er</i>	<i>ous</i>	<i>en</i>
give	manage	wonder	grace	hide	sweet
danger		final		love	

*giving giver given
 dangerous
 managed managing
 manager
 wondered wondering
 wondrous
 finally
 graced gracing
 gracious
 hiding hidden
 loved loving lovely
 lover
 sweetly sweeter
 sweeter*

4. Use any of your subject areas to help you make a list of words in which the initial /j/ is spelled *g* as in gentlemen or gymnasium.

5. Wonder Worm is trying to write a story. *Individual responses*
 Complete Wonder Worm's story in your book.



The manager of the garage went to investigate the noise. He let himself in quietly. It was pitch dark and he thought it best not to switch on the lights. All of a sudden he saw a figure in . . .

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Extending Your Spelling Skills

Exercise 2: To make sure that pupils understand the instructions, draw the boxes on the chalkboard and have pupils demonstrate three or four words.

Exercise 5: Help the slow starters by discussing with them various possible ways of developing the story, allowing them to choose or modify one to suit themselves.

Exercise 6: You could extend this exercise by having pupils group the words by spelling pattern as they write them in their book. Either have pupils set up their own criteria and system, or provide them with the headings /g/ — g, /j/ — g, /j/ — j.

Draw pupils' attention to the anomalous spelling margarine. Originally the *g* was /g/ but as the term became widely used /j/ replaced the /g/, making it the only word in which *g* before a spells /j/.

6. Complete these words with either g or j or with both these letters.

Write the words in your book.

ma <u>j</u> esty	mar <u>g</u> arine	bar <u>g</u> ain
<u>g</u> roup	dan <u>g</u> erous	<u>g</u> ods
fra <u>g</u> ment	<u>j</u> ud <u>g</u> e	<u>j</u> un <u>g</u> le
<u>g</u> ara <u>g</u> e	dama <u>g</u> e	<u>j</u> a <u>g</u> uar
<u>j</u> i <u>g</u> saw	a <u>g</u> ain	<u>g</u> ently

7. Complete each rhyme with a line of your own.

A whole basin of soup

← Will not feed
the whole
group.

The knight showed his love

← With the
gift of his
glove.

8. Can you find at least one other word in each of these words? Do not rearrange the letters.

Copy these words, and, beside each, write the other word(s) you found.

again <u>gain</u>	glove	scare <u>car</u>
man <u>manage</u>	flower <u>low</u>	cease <u>ease</u>
figure <u>fig</u>	sample <u>ample</u>	smash <u>mash</u>

9. Read each group of words. What is the meaning of the underlined word as used? If you're not sure, check with a dictionary. Write the underlined words in your book. Beside each, write a list word that has a similar meaning.

managed	— <u>handled</u> money well	dangerous	— <u>risky</u> investment
extra	— <u>spare</u> tire		— <u>splendid</u> feast
experiments	— costly <u>tests</u>	grand	

Unit Test

How many words did you spell correctly? Record your score.

Unit Test

Compare the pretest and unit test results and give help and direction to pupils having problems with this particular group of words. Indicate which parts of the unit need to be restudied and make sure that pupils are given some time in which to do it.

Unit 26

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objective

- To review and consolidate the following spelling patterns: /ou/ — **ou** (sound); /u/ — **ou** (touch); /sh/ — **sh** (splash); /o/ — **a** after **w** (wash), and **a** before **l** (call); /ī/ — **i** — **c** — **e** (shine).

Pretest

Dictation

The wind sounds like an animal howling

The grounds of the estate are lovely.

Use a hammer to pound in that nail.

There are two pounds in the city for dogs.

Vito was very proud of his cat.

We get a double image on our TV.

Look, but don't touch the glass.

There wasn't a cloud in the sky.

Mountains are very impressive.

I would like to see you in my office.

We rushed to get home before supper.

The smash of broken glass startled me.

The beaver made no splash as it slipped into the pond.

Tomi's socks shrank when he washed them.

I hope the sun will shine today.

There are new shoots on the bush.

My friend lives next door.

I think it's going to be a nice day.

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sounds
grounds
pound
pounds
proud
double
touch
cloud
mountains
office
rushed
smash
splash
washed
shine
shoots
friend
it's

Pretest

How many words did you spell correctly? If you misspelled a word, look carefully to see why and where you made the mistake(s).



Study Helps

- Read this sentence and listen for the vowel sound in each underlined word.

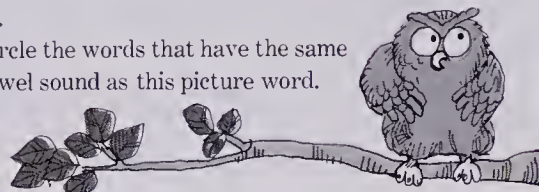
Our clown had trouble painting his big round mouth.

Write the three underlined words that have the vowel sound /ou/ as in clown. our round mouth

In which word do the letters ou spell /u/ as in words like cousin and touch? trouble

- Say and write all the list words that have the letters ou.

Circle the words that have the same vowel sound as this picture word.



What vowel sound do the rest of the ou words have? /u/

There are few words that spell /u/ without ou.

Here are some more: couple country southern young

Say and write the list word in which /u/ is spelled u. rush

- Say and write these words:
rushed washed

Write the base words. rush wash
Which two letters spell the final sound in each base word? sh

Add the ending ed to each base word.

What sound does the ending ed spell — /d/ or /t/? /t/

Notice that the ending ed spells /t/ when it is added to a base word ending in /sh/.



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Study Helps

Exercises 1 and 2: Emphasize that /ou/ is generally spelled **ou** as in round or **ow** as in clown, and that the **ou** spelling of /u/, as in trouble, is restricted to a small group of words.

Exercise 3: Develop with pupils the general spelling pattern of **sh** for /sh/ at the beginning or end of a base word.

You could also draw pupils' attention to the common spelling **ch** for /sh/ in recent loan words from French, such as: charade, chalet, chaise, chassis and chute.

Remind pupils that the verb ending that shows past time may be pronounced /t/, /d/, or /əd/ but is spelled **ed**.

Exercise 4: Develop with pupils the notion that the spelling **a** for /o/ is limited and restricted to two situations, after **w**, before **l**, and in various digraphs that spell /o/ such as **au** (taut), **aw** (awful) **ough** (caught).

Say and write the other two list words in which the final sound is /sh/. smash splash

Circle the consonant blend letters.

Add the ending *ed* to each of these words. smashed splashed

What sound does the ending *ed* spell? /+/

4. Say and write the two list words in which you hear /o/.

In each word, circle the letter that spells /o/. Office washed

Here are some other words that spell /o/ with the letter a: watch almost call



5. Say and write the word mountains.

How many syllables do you hear? two

Which syllable is stressed? first

Look at its pronunciation: (moun' tənz)

What letters spell /ə/? ai

Say each of these two-syllable words.

Listen for /ə/ in each unstressed syllable.

Notice how it is spelled.

certain fountain captain curtain

6. Say and write the list words in which you see the "i-consonant-e" spelling pattern.

Circle the word in which this pattern spells /i/. office shine

In the other word, what vowel sound does the pattern spell? /i/

7. Write the word for a person who will always stand by us. friend

8. Write the list word that is a contraction for it is. What letter does the apostrophe replace? it's i

Remember



The letters ou can spell /ou/ as in sounds or /u/ as in touch.

Exercise 6: Now that pupils have learned about stressed and unstressed syllables, it is time to draw their attention to a refinement of the vowel-consonant-e (or vowel) spelling pattern for a long vowel. The two words shine and office both contain the pattern *i-consonant-e* but in only one word does it represent /i/. The situation can be clarified by asking pupils to compare the sounds of the two words office and advice. It may help to have them write the two words in pronunciation symbols or consult a dictionary. Ask

for differences between the two words, drawing from pupils that the **ice** in office is unstressed, whereas in advice it is stressed.

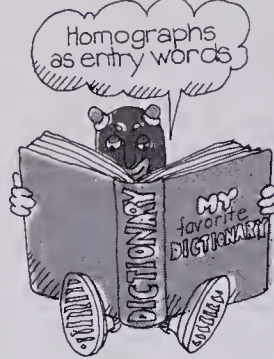
Have pupils reword the vowel-consonant-e spelling pattern for a long vowel (or vowel) and test their amended version on these words: recite, granite, excite, polite, definite, opposite, purpose, suppose.

Extending Your Spelling Skills

Exercise 1: Review with pupils the significance of numbered definitions. Using examples from the Mini-Dictionary such as check, plain or wing, discuss the connections between the various numbered definitions. Develop the notion that each definition represents either a different shade of meaning or a metaphorical extension of the original, literal meaning of the word.

Compare the numbered definitions with the numbered entry words like pound and sound. Draw from pupils that the sets of definitions for the numbered entry words show no connection with each other in meaning. Finally, you could explain that pound¹ goes back to a Latin word meaning to weigh, and pound² comes from an Old English word meaning to strike repeatedly.

Since many words show very extended and metaphorical meanings, make sure that pupils understand the two criteria necessary to homographs, separate origin as well as separate meaning.



pound¹ (pound) 1 a measure of weight; 16 ounces (about 0.45 kilograms). 2 a unit of money of Great Britain, worth about \$2.00 in Canadian money. *n., pl. pounds or pound.*

pound² (pound) 1 hit hard again and again; hit heavily: *He pounded the door with his fist.* 2 beat hard; throb: *After a hard run your heart pounds.* *v.*

sound¹ (sound) 1 what is or can be heard: *the sound or music, the sound of thunder.* 2 the distance within which a noise may be heard: *If you go outside, please stay within sound of the phone bell.* *n.*

sound² (sound) 1 healthy; free from disease: *a sound body, a sound mind.* 2 correct; right; reasonable; reliable: *sound advice, sound religious teaching.* *adj.*

sound³ (sound) try to find out the views of; test; examine: *We sounded out Mother on the subject of a picnic.* *v.*

sound⁴ (sound) a long, narrow strip of water joining two larger bodies of water or separating an island and the mainland: *Queen Charlotte Sound.* *n.*

Extending Your Spelling Skills

1. The main purpose of a dictionary is to explain the *meanings* and give pronunciations of words. Most words have more than one meaning. The different meanings help us to understand the words better and to use them correctly.

Sometimes there are two entries for a word. Look at the two entries for pound. These two words are called *homographs*. They have the same spelling, but have different origins and different meanings.

You can identify homographs in the dictionary by small raised numbers after entry words that have the same spelling.

Read the sentences below. Write the sentence number and the word sound with the small raised number of the entry that covers its meaning.

For example: 1. sound³

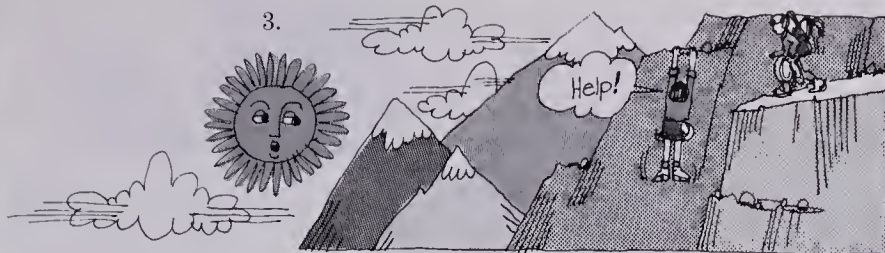
Use the dictionary entries at the left.

1. The principal gave us sound advice.
 2. The sound of the pounding drums annoyed us.
 3. We tried to sound out our parents on the subject of camping.
 4. The boat was swept into the sound.
2. Your teacher or classmate will dictate these sentences:

1. The clouds seemed to touch the top of the mountains.
2. Sounds of music were coming from the fair grounds.
3. These apples are twenty cents a pound, but it's double the price for those.
4. My friend and I rushed into the principal's office to hear the good news.

Exercise 2: As in previous dictation exercises, read the sentences through with normal intonation and at a normal pace before beginning to dictate them individually. Tell pupils to listen to the complete sentence in order to grasp the sense of it before beginning to write. When they do write, tell them to try to write the complete sentence from one reading. Repeat parts of the sentence if any pupils become confused, but avoid word by word dictation.

Remind pupils to check their work for apostrophes and punctuation as well as spelling.



Imagine yourself as one of the people in the illustration.

Write a few sentences describing your experience.

Check your work for spelling and punctuation. *Individual responses*

4. Say and write these words: clown out
Circle the letters that spell /ou/. *clown out*
Write these words, completing them with the correct letters that spell /ou/.

fr <u>ow</u> n	cl <u>ou</u> ds	pr <u>ou</u> d
p <u>ow</u> er	c <u>ow</u> ard	fl <u>ou</u> r
pl <u>ou</u> gh	dr <u>ou</u> ght	f <u>ou</u> ntain
gr <u>ou</u> nds	dev <u>ou</u> r	pron <u>ou</u> nce

5. Rewrite each of these sentences replacing the underlined word with a list word of similar meaning.

*proud
double
pounds
office
friend*

1. A haughty person is always unpopular.
 2. That was twice the price I paid for it.
 3. After the race, my heart throbs.
 4. What position do you hold?
 5. My comrade was hurt.
6. How many rhyming words can you write for pound?
Remember that there are some words that sound the same, *but* are not spelled exactly the same.

hound frowned round sound

Unit Test

Did you get a perfect score?

Did you still find some words difficult?

Mark your chart.

Exercise 4: You could ask pupils to classify the completed words by writing them under the appropriate example word. Suggest they add the homophone of flour and any other rhyming words they can think of, like tower, bower.

Exercise 6: You could ask for the same kind of classification in this exercise also. Then discuss the **ow** spellings listed in both this and exercise 4 showing how restricted they are compared with the **ou** spellings.

Unit Test

Continue to stress self-correction, the diagnosis of errors, and the systematic study of misspellings.

Unit 27

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and consolidate the following spelling patterns:
/ā/ — **ai** (trail), **ay** (way),
a — c — e (grave); /k/ — **k**
(tank), **c** (exclaimed); /s/ — **s**
(sail), **ce** (dance); /ks/ — **x**
(explain).

- To recognise that the past form of verbs may be pronounced /t/ or /d/ but are spelled **ed**.

Pretest

Dictation

The birds wake us every morning.
We enjoyed driving along the Cabot Trail.

Our guide blazed safe trails through the forest.

Doctors have many new ways of preventing disease.

My brother tried to sail his paper boat in the pond.

"How horrible" she exclaimed.

Aleta's teacher explained the math problem clearly.

The basement is always damp.

My Dad's car is green.

That happens to be my best coat.

The climber is in grave danger.

My tooth is giving me great pain.

Our car's gas tank was empty.

The blind man thanked us for our help.

Molly danced a lively jig.

There are yards of material in that dress.

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wake
trail
trails
ways
sail
exclaimed
explained
basement
Dad's
happens
grave
pain
tank
thanked
danced
yards
through
people

Pretest

How many words did you spell correctly?
List the words you found hard to spell in your spelling record.

Study Helps

- Read the following verse and listen for /ā/ in the underlined words.

day
sail
fate
make
way

Perhaps one day
I'll sail away,
With fate unknown,
I'll make my way!

Write the underlined words. Underline the letters that spell /ā/. Write the different spelling patterns that are used for /ā/. **ay ai a-e**

- Complete the following chart with list words.

/ā/ ai	/ā/ ay	/ā/ a-e
	ways	grave
		wake
		basement

- Say and write the list words that have the vowel sound you hear in this picture word.

/a/ Dad's thanked
happens danced
tank

- Write the list word that rhymes with this picture word.

yards



- Say and write the list words that have the ending *ed*.

Beside each word, write either /d/ or /t/ for the pronunciation of *ed*.
exclaimed /d/ thanked /t/
explained /d/ danced /t/

Write the list word in which the final /t/ is not spelled *ed*.

- Say and write the list words in which you hear /k/. Circle the letter that spells /k/.

basement
wake explained
exclaimed tank
thanked

- Write each of these words in their regular spelling:

(eks klāmd')
exclaimed

(eks plānd')
explained

Study Helps

Exercises 1 and 2: You could develop the idea that **ai** and **ay** are alternative ways of spelling /ā/ (ay in final positions, and ai in medial). Have pupils find pairs of words that illustrate these spelling patterns, such as: lay/laid, pay/paid, say/sail, way/wail, and so on.

When they have classified the list words they could add other words that they know in the appropriate columns.

trail
 exclaimed
 basement
 explained
 grave tank
 through thanked
 people



8. Write the list words that have a consonant blend. Circle the consonant blend letters.
 In which words are two consonant sounds spelled with a single letter? Write them. exclaimed explained
 Say and write two list words that begin with a special sound that is spelled with *two* letters. Underline these two letters. thanked through

9. Say and write the word danced.
 What consonant sound does the letter c spell? /s/
 Say and write the other list word that has c. exclaimed
 What consonant sound does it spell? /k/

Say and write the list words in which /k/ is spelled k. wake tank thanked
 Say and write the list words in which /s/ is spelled s. sail basement

10. Write the list word that has an apostrophe. Dad's
 Is this word a contraction or a word that shows possession? cannot tell
 In this word, what does the apostrophe mean? belonging to or the initials

11. Write a list word that is a homophone for each of these words:

threw sale pane weighs
 through sail pain ways

12. Say and write the list word in which you hear /ē/. Circle the letters that spell /ē/. people

13. Say and write the two-syllable list words. Mark the stressed syllable.

Circle the words that have a stressed second syllable.
exclaimed explained basement happens
 people



The vowel sound /ā/ can be spelled in different ways as in wake, sail and ways.

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Exercise 5: The important feature of this exercise is not to ensure that pupils pronounce the **ed** in the list words in any particular fashion, but that, whatever their pronunciation, realise that the ending is always spelled the same way. Asking pupils to label the list words or endings in /t/ or /d/ is intended to help them recognize that while the sounds of the endings may vary, the spelling is always the same.

Exercise 6: Pupils should recognize that **x** represents the consonant cluster /ks/; this means that /k/ occurs twice in exclaimed.

Exercise 8: While you are dealing with consonants you could ask pupils for the list word that is spelled with a double consonant.

Exercise 9: Identify /ns/ at the end of dance as a blend and ask why the /s/ is spelled **ce**. To help pupils reach a conclusion you could ask for other words ending in /ns/ such as fence, hence, lance, pence, prince, since, ounce, bounce, etc. Then ask for words that are spelled with a final **ns**. Apart from lens, and banns, the words will have to be plural forms such as pans, dens, pens, sins, etc. Have pupils identify the final sounds /nz/ and note the spelling **ns**, and ask for a list word that illustrates the /nz/ -ns pattern.

Exercise 10: Dad's obviously can be either a contraction or a possessive form. If some pupils give one answer and some another, ask them to put the word into a sentence to prove their point, and examine the resulting sentences. If you get only one answer ask pupils to consider the word in these two sentences:

Dad's coming round the corner now.

Dad's car is coming round the corner now.

Ask pupils which contraction they can expand and what it becomes.

Exercise 12: Remind pupils that the **eo** spelling of /ē/ in people is unique.

Extending Your Spelling Skills



1. Your teacher or classmate will dictate these paragraphs:

We fixed our bikes and hiking equipment in Dad's basement, and thanked him for his help. Early the next morning, we studied the map of the mountain trail for the last time. Dad explained the importance of following the map.

"People get lost because they don't follow the map," he said. "If anything happens, don't panic."

Proofread your work for spelling and punctuation.

2. Help Wonder Worm spell words by joining the letters in Column A to those in Column B. But Wonder Worm has to supply the missing vowel letters too!

Some examples:

			Column A	Column B
brink	blank	gland	bl	
brick	blink		br	
brand	black	crank	gl	nk
	block	crack	cr	ck
	blast	crust	pl	st
flank	bland	plank	fl	nd
flunk	blend	plink	gr	
flack	blond	pluck	tr	
fleck				
flick				

3. Use these clues to write /ā/ words.

You may find two meanings for the same word.

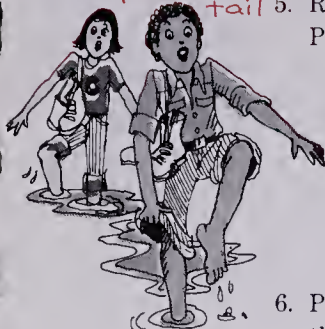
basement	—the part of a building below ground	
trail	—a path across an unsettled region	
explain	—tell the meaning of something	
wake	—open your eyes	
trail	—to follow	
grave	—a burying place	
exclaim	—speak suddenly in surprise	—very serious <i>grave</i>
sail	—a large piece of canvas	—hurt <i>pain</i>

Extending Your Spelling Skills

Exercise 1: This dictation is a piece of continuous prose. Read it straight through to enable pupils to grasp the sense of the passage. Discuss the punctuation of the passage, drawing attention to the occurrence of direct speech, and the necessity for punctuating it properly. Dictate the passage sentence by sentence. If a sentence needs to be broken up, use the longest segments pupils can manage.

Exercise 2: Ask pupils whether any blend could be shifted into the other column. They should notice that **st** can occur in the final position as in post or initially as in stop.

Some examples:
 ways: bays days
 pays rays
 says
 sail: bail fail
 hail jail
 mail nail
 pail rail
 tail



4. Write more words by replacing the initial consonant letter of each of these words.

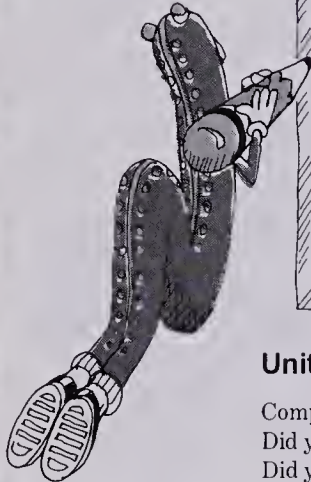
For example: wake — bake, cake, fake, snake

ways sail pain tank

5. Rearrange each group of words to write a sentence. Put in the necessary capitalization and punctuation.

1. explained trails people built were how these *People explained how these trails were built*
2. pain water through sent cold the legs my *The cold water sent pain through my legs*
3. happens when rains what it basement your to *What happens to our basement when it rains?*

6. Proofread Wonder Worm's sentences and rewrite them correctly in your book.



1. "That ship is ^{sailing} ~~sail~~ straight toward us," ^{exclaimed} ~~explain~~ the lookout.

2. I was ^{explaining} ~~explain~~ what ^{happened} ~~happen~~.

3. They ^{sailed} ~~sail~~ away with ^{thinking} ~~thank~~ us.

4. What is ^{happening} ~~happen~~ here?

5. After we ^{had explained} ~~had explain~~ the rules, they ^{thanked} ~~thank~~ us.

Unit Test

Compare your Pretest results with your Unit Test results.

Did you do better on the Unit Test?

Did you still find some words difficult? Mark your chart.

Unit Test

Exercise 5: If any pupils have difficulty with this exercise, suggest they write the words on small squares of paper and move the pieces around to make a sentence.

Self-correction should always be supervised. Note any pupils who have repeated misspellings and check the completeness and accuracy of their spelling records. Make sure that they are diagnosing their errors correctly.

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To identify and punctuate abbreviations appropriately.
- To review and consolidate the following spelling patterns: /g/ — **gu** before **e** and **i** (guess and guitar); /j/ — **g(e)** (sergeant).

Pretest

Dictation

Here is our new class president.
My brother is a professor.
The sheriff escorted the thief to prison.
Is the forest ranger on duty?
The sergeant gave his platoon a week-end pass.
O.K., I'll take the call.

I have an appointment for 3 p.m. today.

Gerda's speech was only one page long.

The TV was left on all night.

My dog guards the house.

We need a guide for our trip.

Hans is an ambulance driver.

Why does Santa Claus say "Ho! Ho!"?

Martha was too ill to go to school.

Our safety patrol received an award.

I'm going to the costume party as a pirate.

Mr. Carvello is a fine jeweller.

Mrs. Silverman gave me a cookie.



Study Helps

president

professor

sheriff

ranger

sergeant

O.K.

p.m.

page

TV

guards

guide

ambulance

ho

ill

patrol

pirate

Mr.

Mrs.

Pretest

How many words did you spell correctly?
If you misspelled a word, look carefully to see why and where you made your mistake(s).

1. Read the following sentence. Notice the use and spelling of the abbreviations.

Would it be O.K. if I watched TV at 9:00 p.m.?

Rewrite the above sentence replacing the abbreviations with complete words.

What does p.m. mean? The abbreviation p.m. comes from the words *post meridiem*. The word *post* means after. The word *meridiem* is a Latin word meaning midday.

Say and write the other two abbreviations from the word list.

Mr. Mrs.

2. Write the list word that matches each of these clues:

Sergeant	a police officer	the chief officer of a club, company, or country
page	a messenger in the House of Commons in Ottawa	one who attacks and robs ships at sea
sheriff	a law-enforcing officer	one who shows and explains points of interest to visitors
guards	people who make rounds to watch buildings	a person who looks after a forest or park
professor	a teacher in a university or college	a vehicle that carries sick or wounded persons

Study Helps

Exercise 1: Pupils should recognize that some abbreviations, such as O.K. and TV are informal whereas others, like Mrs. Mr. and p.m. are used in all forms of writing.

The punctuation of abbreviations varies considerably. Formerly all abbreviations were followed by a period, but now this practice has changed. One general group in which periods are dropped is *acronyms*, sets of initial letters that form a word that can be

pronounced, such as UNESCO or UNICEF. Abbreviations such as a.m. that consists of the initial letters of a Latin phrase, or co. that is the first two letters only of the word are still followed by periods.

The letters O.K. originated in American slang but no successful explanation of its origin has been given. Among some writers it appears in the form okay and is used as a verb as in, "he okayed the expenditure."



3. Say and write the list words that have an initial /g/. Circle the letters that spell /g/. guards guide
The letters gu at the beginning of a word usually spell /g/.
Say these words. Listen for the initial /g/.
guess guitar guarantee guilt sheriff
4. Say and write the list word in which the initial sound is /sh/.
What is the final consonant sound? How is it spelled? /f/ ff
Say and write the other list word that ends in a double consonant. ill
5. Say and write this word: (sär' jənt)
er How is /är/ spelled? What letter spells /j/? g
Notice that /ə/ is spelled a.
Use the Study Method to help you learn this word.
Write the other list words in which /j/ is spelled g. ranges page
6. Say and write the list word in which the pattern "a-consonant-e" does not spell /ā/. pirate
What vowel sound does it spell? Notice that this vowel sound is in the unstressed syllable. /i/
Say these words. Listen for /it/ in the final syllable or unstressed syllable. Notice the letters that spell /it/.
obstinate private accurate chocolate



7. Say and write this word: (pə tröl')
- What letter spells /ə/? a
- How is /ō/ spelled? o
- Say and write the other list word that is *not* an abbreviation in which /ō/ is spelled o. ho

Abbreviations such as **TV** and **O.K.** are often used in informal writing. Most abbreviations require punctuation as in **p.m.** or **a.m.**

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Exercise 3: The digraph **gu** generally appears before **e** or **i** as in guess and guide to represent /g/ since without the **u**, **g** could represent /j/ as in gentle and ginger. But in the two words guard and guarantee the **u** would appear to be superfluous. The **gu** probably represents an earlier /gw/ as the parallel forms ward and warranty would suggest.

Exercise 4: When a short vowel precedes /f/ it is usually spelled **ff**, in all other circumstances it is spelled **f**, apart from unusual spellings like **gh** and **ph**. Some exceptions could be noted, namely if with a single letter, giraffe with a double **f** and an **e**, and finally a word of French origin carafe.

Exercise 5: The word sergeant represents the one remaining survivor of a group of words in which /är/ was spelled **er**. In North American dialects the influence of the /ër/ — **er** spelling pattern, in words such as her, berth, refer, etc., has resulted in the regularization of the pronunciation of the words clerk, Derby, Berkshire and other place names still pronounced /är/ in some English dialects.

Exercise 6: This exercise provides a specific example of the generalization that *the vowel + consonant + e pattern spells a long vowel only in stressed syllables*. Thus, in suffixes like -ate, -ite, -some, -age, etc., that are unstressed, the vowel sound is either /ə/ or /i/.

Extending Your Spelling Skills

1. Complete the following sentences using only list words. Write the completed sentences in your notebook.



1. The president of the company went to hospital in the ambulance that the police sergeant had sent for.
2. I'd like to watch this TV program that's described on page nineteen of the guide. Is that O.K.?
3. While the ranger was on patrol in the park he met his friend the guide.
4. The professor made an important announcement at the university.
5. The goalie guards the goal.

2. Write two sentences for each of these words to show that you know at least two different meanings for each word.

Individual responses
page pound tank guards

3. Here are the answers. Now write the questions, using the words in the brackets.

Some possible responses:
1. Where did the patrol find the professor?

2. Why did the guide call an ambulance for the sergeant?

3. What were his favorite words on that TV show?

1. They found him halfway up the trail.
(patrol, professor)
2. Because he became ill.
(sergeant, guide, ambulance)
3. "Ho, ho, ho."
(TV)

4. Proofread Wonder Worm's paragraphs and rewrite them correctly in your book.

Proofread your work for spelling and punctuation.

What do you think happened?

Write one or two paragraphs to complete the story.

Individual responses

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Extending Your Spelling Skills

Exercise 1: Remind pupils to choose words that best fit the sense of the sentence, and that no word need be repeated. This latter instruction still allows a choice of two words to fill the last space in sentence 3.

Exercise 2: Have pupils write the pair of sentences for the first word and check the results. Make sure, that their responses do indeed show an understanding of two different meanings of the word. If necessary, demonstrate what is required by using a pair of sentences such as:

The page turned the page.

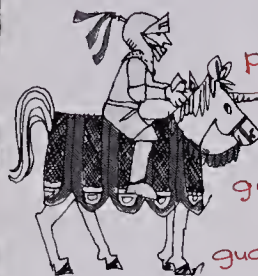
The page turned the page of the King's book for him.

Discuss the two sentences so that pupils can see that the second sen-



The ^{Professor} professor was staring at the ^{torn} and dirty paper. She ^{know} knew that the information on that page was important to the ^{president} president. She rushed out into the street and stopped a ^{petrol} petrol car. "Constable! ^{Secret} Secret Officer! Please take me to the ^{president} president at once. I must see her!"

5. Write the list word for each pair of meanings.



page

- one of the leaves of a book
- in former times, a young man trained to be a knight

guide

- a person who shows the way
- something that provides information

guards

- the two players serving as defencemen in basketball
- safety or protective devices

patrol

- a subdivision of a troop of Boy Scouts or Girl Guides
- a group of soldiers sent out to find out all they can about the enemy

Unit Test

Did you get a perfect score?

Were there any words you misspelled on the Pretest as well as on the Unit Test?

Record your score.

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tence implies that the first page is an attendant and the second, part of book.

Exercise 3: If some of the pupils find the requirements of this exercise unusual, work through the first example with them. Help them to identify "they" and "him" in the answer and then to frame the question.

Exercise 4: Allow competent proofreaders to complete this exercise independently, but work through it orally with the remainder before they start to write it in their notebooks. This method will give you an opportunity to observe how the pupils approach proofreading, and to help them improve their techniques. Some pupils will see that the word is wrong, others may have to say the word or even write it before they can identify errors. Pupils should be encouraged to sharpen their

personal technique and not be required to follow a single, imposed approach to this vitally important skill.

Exercise 5: Some pupils might like to make up more puzzles along these lines. Ask them to look for homographs among the list words in previous units. Keep some of their puzzles in the Spelling Centre for use on indoor recess days.

Unit Test

You could remind pupils to say the dictated word softly to themselves, listening for the number of syllables and thinking of the sounds and letters for each.

Check test results for missing syllables, the correct use of periods in abbreviations, and mistakes in vowel letters in unstressed syllables. Direct pupils who have made such mistakes to go back and restudy the relevant parts of "Study Helps."

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To extend pupils' knowledge of syllables and stress as aids to spelling.
- To review and consolidate the following sound-symbol relationships: /k/ — c before a, o or consonants (calm, collision, crazy); /k/ — ck in final position after a short vowel (check); /s/ — c before e or i (cents, exciting); /ch/ — ch (check); /sh/ — ci (delicious).

Pretest

Dictation

Ouch! I've stubbed my toe!

Mara broke the saucer for that cup.

The volcano on the island erupted.

Wear comfortable shoes if you're walking.

Always try to keep calm during an emergency.

The canoe capsized during the storm.

Chocolate bars are twenty-seven cents each.

There's a chance it might rain.

Evan will spend some time at home.

There's a tennis match tomorrow.

The collision caused a traffic jam.

It's a crazy plan to drive all night.

That was a delicious dessert!

Please check your work carefully.



Study Helps

ouch

saucer

volcano

comfortable

calm

canoe

cents

chance

spend

tennis

collision

crazy

delicious

check

checked

country

decided

exciting

Pretest

How many words did you spell correctly?

List the words you found difficult in your spelling record.

Study the words you misspelled and found difficult.

- Copy the following chart and complete it with list words.

Pronounce each word carefully.

Leave a space between syllables to show the syllable break. If you are unsure, check the word in the *Mini-Dictionary*.

One syllable	Two syllables	Three syllables	Four syllables

Saying words in syllables helps you to spell them.

- Say and write the list words in which /k/ is spelled c.
- Say and write the list words in which /s/ is spelled c. In each of these words, circle the letter that follows c. Which letters did you circle? e i

Notice that when c spells /s/, it is followed by either e or i.

- Say and write the list words in which c combines with another letter to spell /k/. check checked

- Write the list words in which you hear /ch/. ouch Underline the letters that spell /ch/. chance check checked

- Say and write the list word in which you hear /sh/. Circle the letter combination that spells /sh/. delicious This word has a special spelling pattern.

Here are some other words that have this same spelling pattern.

gracious suspicious vicious

Study Helps

Exercise 1: When checking this exercise, make sure that pupils have counted the **le** in comfortable, and **ed** in decided as syllables, but have not included the **ci** in delicious and **si** in collision.

Exercises 2-4: When these exercises have been completed, you could consolidate the knowledge of the various spelling patterns by having pupils draw up a chart for the different spellings of /s/ and /k/, enter the list words in the appropriate columns and then add,

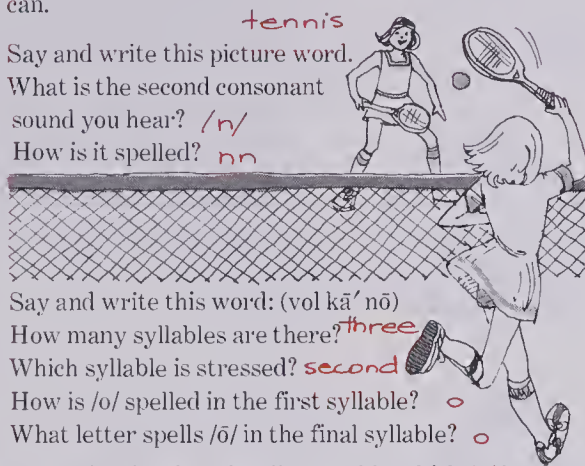
7. Say and write the word .
 What vowel sound do you hear? /o/
 Underline the letter that spells /o/. calm
 Circle the letter l. Does the letter l spell a sound? no
 Write another word that follows this spelling pattern. palm
8. Say this word: (kə lɪz'ən)
 How many syllables does it have? three
 Which syllable is stressed? second
 Say it again carefully. Write it. Use the Study Method to help you learn this word.

Some examples:

9. Write the base word of each of these list words:
 excited excitement
 collided collision
 comforted comfortable
 striking strikes struck
 deciding decision
 exciting collision comfortable struck decided
 excite collide comfort strike decide
 Write as many other forms of each base word as you can.

10. Say and write this picture word.
 What is the second consonant sound you hear? /n/
 How is it spelled? nn
11. Say and write this word: (vɒl kɑ' nō)
 How many syllables are there? three
 Which syllable is stressed? second
 How is /o/ spelled in the first syllable? o
 What letter spells /ō/ in the final syllable? o
 Say and write the other list word in which /ā/ is spelled a. crazy

Saying a long word carefully in syllables usually helps you to spell it.



Exercise 9: When you deal with the pair collide/collision, ask pupils to supply another pair that show the same spelling patterns (divide/division). If they cannot recall the words, suggest that they look in their math book. Urge them to look out for other examples of this pattern such as decide/decision and provide/provision.

Exercise 10: Pupils might be interested to know that the word tennis derives from the Norman French word "tennes" that the server called out to his opponent just as now we say "Service" to signal the beginning of the game. The word means roughly "take" or "receive."

say, three more words to each from their own vocabulary. Remind pupils to include /s/ spelled s in their chart.

Exercise 5: By now pupils should recognize the spelling pattern /ch/ — ch as being one of the most regular when it occurs at the beginning of a word. The variants are limited almost entirely to c before e in such Italian words as 'cello and concerto.

Exercise 7: The word calm is another word in a state of pronunciation change. In some locations and especially among older speakers, words ending in alm are still pronounced (äm). In other areas and among younger speakers, the pronunciation is (om). The result is that both (käm) and (kom) may be heard. However the pronunciation may vary, the spelling remains the same, calm.

Another feature of this word is the spelling of the final consonant. Alert pupils to the fact that, as they study an increasing number of words, they are likely to encounter the ending /is/ spelled is (axis, basis, crisis, etc.) instead of the more familiar ice (office, practice, service, etc.). The words ending in -is are, generally speaking, scientific words borrowed during the seventeenth century straight from Greek or Latin.

Extending Your Spelling Skills

1. See how many words you can write by using the letter(s) and the sound given in each small box together with one or more letters from the larger box. In writing each word, each letter in the larger box may be used only once. Check your spelling with a dictionary.

Some examples:

coke
calm
cake
Come
cape
cope
camel

/k/	e
a	l
n	m
o	k

back
crack
sack
track

/k/	ck
a	e
t	e
r	u

cent
ace
race
scent
trace
truce

/s/	e
t	n
r	a
u	

chain
chake
peach
reach
breach

/ch/	ch
a	e
i	n
p	k

2. Your teacher or classmate will dictate these sentences:

1. Do you think I'm crazy to say that I saw a flying saucer circling the volcano?
2. A simple meal eaten out in the countryside always tastes more delicious.
3. He appeared calm after the collision.
4. It was exciting to shoot the rapids in a canoe.
5. We checked into a comfortable motel.

Proofread your sentences for spelling and punctuation.

3. Read these groups of words. What is the meaning of the underlined words as used? If you're not sure, check with a dictionary. Write the underlined words. Beside each, write a list word that has a similar meaning. One list word may have to be used more than once.



- a determined person **decided**
- given the opportunity **chance**
- to control one's anger **check**
- gave her a definite advantage **decided**
- to soothe the fretful child **calm**
- a thrilling race **exciting**

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Extending Your Spelling Skills

Exercise 1: As an extension you could ask pupils to classify the patterns with respect to their possible position in a word, based on the results of this exercise. You could give them the headings: Initial only, Final only, Initial or Final, or you could leave pupils to find their own headings.

Exercise 3: Pupils should make sure that they understand the meaning of all the list words before starting this exercise. Suggest that they check the meaning of any word they are unsure of.

/k/-c
can
canoe
cake
calm
country
camel

/s/-c
sentence
lace
certain
cent
office
chance

/ch/-ch
chair
check
chance
each
chip

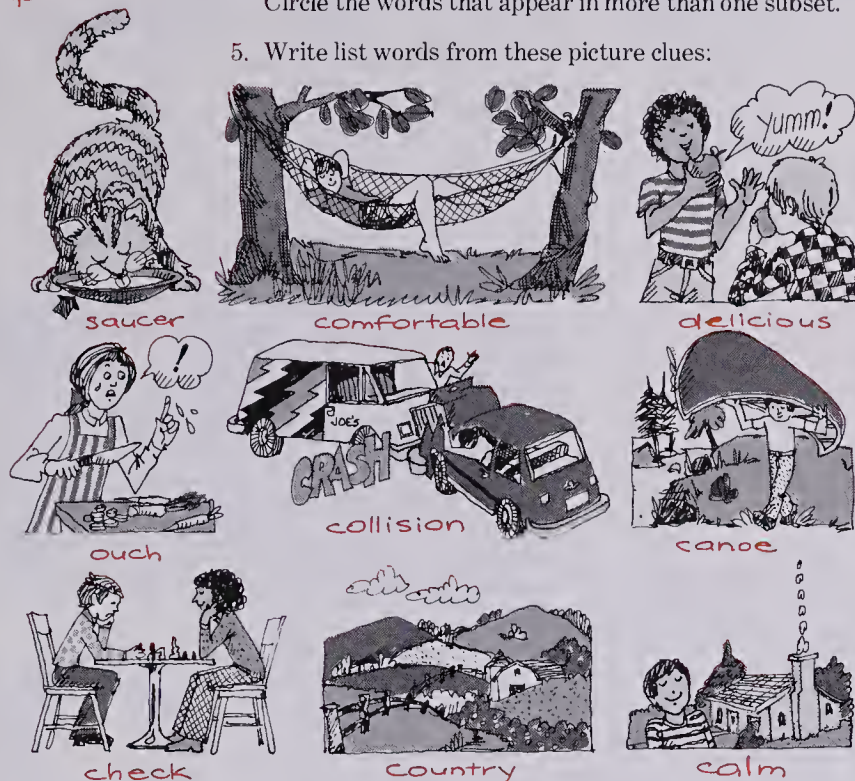
/k/-ck
check
struck
buck
back
rock

4. Here is a set of words all containing the letter c.
Divide the set into subsets according to the way the letter c is used in the spelling of each word.
Make up your own headings for the subsets.

can	lace	cake	chip	back
chair	certain	each	buck	camel
sentence	check	calm	cent	rock
canoe	chance	struck	country	office

Circle the words that appear in more than one subset.

5. Write list words from these picture clues:



Unit Test

How well did you do on this test? Was it a perfect score?
Did you still find some words difficult? Mark your chart.

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Unit Test

Exercise 5: Help any pupils who seem puzzled. The important activity is writing the list word, not just solving the puzzle.

Be sure pupils are looking carefully at words in which they had spelling errors to see where and what is more important, why they made the errors. Failure to understand how the error arose may reveal fundamental deficiencies in knowledge of spelling patterns that necessitate remedial work before progress can be expected.

Unit 30

Objectives

- To review and reinforce each pupil's ability to spell and use in context those high-utility words listed in Units 25-29.
- To commit to long-term memory an increasing number of spelling words.

Enabling Objectives

- To review and consolidate the following sound-symbol relationships as an aid to spelling: /ā/ — ai (sail); ay (pay), a — c — e (page); /ou/ — ou (cloud); /ou/ — u (country); /g/ — g (again); /j/ — g (+ e/i) (imagine); /k/ — c (crazy); /k/ — ck (check); /s/ — c (+ e/i/y/) (cent, decide, cycle).
- To review and demonstrate an understanding of the concepts *dictionary pronunciations*, *abbreviations* and *syllabication* as aids to spelling.

Looking Back

Exercise 1: A major portion of each pupil's time and effort should be devoted first to a study of those words that have previously been identified as problem words. One method of review that pupils might adopt is to classify their problem words under appropriate sound-spelling relationships (/j/ spelled ge, /ā/ spelled a—c—e, for instance). A check of these classifications might help pinpoint individual problems.

The review exercises are intended for all pupils whether or not they had errors in the previous five units. Reinforcement of learnings and skills can help pupils to become automatically good spellers and to develop a spelling consciousness.

Make sure adequate time is given for individual study.

Exercise 2: The two patterns /ā/ spelled ai and /ā/ spelled ay are obvious enough. Two other patterns, one for /ā/ and the other for /ī/ include an important modification of the vowel—consonant—e pattern for a long vowel. The words pirate, exciting and crazy illustrate the extension of the long vowel rule, that is vowel—consonant—vowel.

Develop with pupils the notion that in crazy, y represents a vowel.

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Looking Back



- Look at your own problem word list for Units 25—29 to see which words you misspelled and the kinds of errors you made. Study these words first.
- Group these words according to the spelling patterns of the vowel sound in the stressed syllable. Use your own headings.

explain	decided	happen
exciting	trail	shine
crazy	page	pirate
thanked	grave	smash
guide	sail	ways

- From Units 25—29, write examples that fit the following sound-symbol patterns.

Sound	Spelling	List word examples
/ā/	ai	
/ā/	ay	
/ā/	a-consonant-e	
/ou/	ou	
/u/	ou	
/g/	g	
/j/	g	
/k/	c	
/k/	ck	
/s/	c	

- All vowel letters including y have been omitted from the following list words. Write them correctly in your notebook.

c <u>o</u> untry	w <u>a</u> ke	g <u>a</u> rage	v <u>a</u> lc <u>a</u> no
p <u>o</u> unds	sh <u>e</u> riff	thr <u>o</u> ugh	s <u>a</u> il
ag <u>a</u> in	w <u>a</u> ys	<u>e</u> x <u>c</u> iting	<u>e</u> ng <u>i</u> ne
s <u>a</u> ucer	c <u>a</u> no <u>e</u>	p <u>e</u> opl <u>e</u>	d <u>o</u> ubl <u>e</u>

5. Your teacher or classmate will dictate these sentences.

1. Our guide said that it was dangerous to climb that mountain.
2. Some people do exciting experiments.
3. Our patrol went on duty at 12:00 p.m.
4. My friend was still calm after having trouble with his canoe.
5. We had to take the engine back to the garage.

6. Write these list words in your notebook, supplying the missing syllable.

vol. <u>ca</u> no	ex. per. <u>i</u> .ments
<u>i</u> .mag. <u>ine</u>	dan. <u>ge</u> rous
pro. <u>fe</u> sor	am. bu. <u>lan</u> ce
col. li. <u>sion</u>	de. li. <u>ci</u> ous
man. <u>ag</u> er	ex. cit. ing

7. Use each of these words in a sentence to show that you know its meaning as well as its spelling.

it's	through	ways	fair
sail	cents	pain	check

Individual responses

8. Wonder Worm decided to use pronunciation symbols for some words in this paragraph. Rewrite Wonder Worm's paragraph in regular spelling.



The (man' i' ar) of the (gə rāzh') told us that it was (dan' jər əs) to drive the car. He (eks plānd') that the (en' jən) had been badly damaged in the (kə lizh' ən). It would be (dub' əl) trouble to take the car as it was. So we (di sīd' id) to ask a passing (pə trəl') car to give us a ride back to town. We were thinking of the (di lish' əs) meal we would have when we got back to town.

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Draw pupils' attention to the final syllable of pirate. In the suffixes **-ate**, **-age** and **-ace**, the letter **a** generally represents an unstressed /i/, but some speakers use /ə/.

Exercise 3: This exercise could be extended by having pupils add three or four non-list words to the examples of each sound-symbol pattern.

Help pupils to arrive at generalizations for the spellings of /g/, /j/, /k/ and /s/ as they appear in the list. They should be able to state that:

1. /g/ is spelled **g** before **a**, **o**, **u**,

and **consonants**, but **gu** before **e**, **i**, and **y**.

2. /j/ may be spelled **g** before **e**, **i**, or **y**.
3. /k/ is spelled **c** before **a**, **o**, **u**, and **consonants** and in the suffixes **-ic** and **-ics**.
4. /k/ is spelled **ck** at the end of a base word and following a short vowel.
5. /s/ is spelled **c** before **e**, **i**, and **y**.

Pupils should note that in many common words from Old English such as give, gets, gear, etc. /g/ is spelled **g** before **e** and **i**.

Exercise 5: Remember to read the sentences at normal speed and with normal intonation, especially the word "dangerous" in the first sentence.

Exercise 8: Advise pupils to identify the word first by saying it aloud, then write it with normal spelling. Remind pupils to proofread their writing for any errors in copying from the textbook.

9. Write the abbreviations for these words:

P.M. Prime Minister TV television ¢ cents
o'clock of the clock Mr. Mister m metre
M.D. Doctor of Medicine O.K. all right kg kilogram

exciting exclaimed
imagine explained
garage professor
experiments volcano
again collision
decided delicious

10. Say and write the list words from Units 25—29 in which the stress is on the second syllable.

11. Copy and complete this chart with list words from Units 25—29.

Say each word carefully before you decide in which column it belongs.

Final /s/	Final /z/

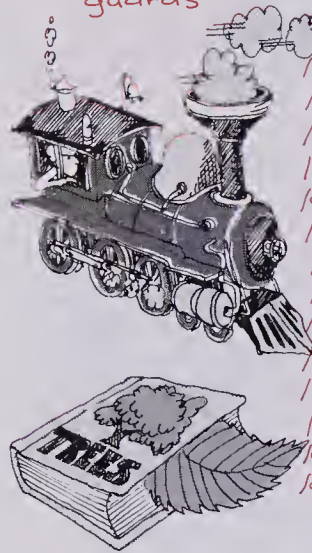
11. Final /s/
experiments cents
dangerous tennis
shoots delicious
it's Mrs.
chance ambulance
office

Final /z/
gives sounds Dad's gods
grounds happens
trails pounds yards
ways mountains
guards

12. Use these clues to write list words that have /g/ or /j/.

Write them in two columns like this:

/g/	/j/



- /j/ 1. the machine that pulls a railway train engine
- /j/ 2. a rank in the army or in the police force sergeant
- /g/ 3. a group of people that keeps watch guards
- /j/ 4. a person who directs a team or an athlete manager
- /g/ 5. serious grave
- /j/ 6. to form an idea of imagine
- /j/ 7. risky dangerous
- /j/ 8. a person who looks after a park ranger
- /j/ 9. one leaf in a book page
- /g/ 10. a covering for the hand glove
- /g/ 11. a place in which a car is kept garage
- /g/ 12. a geometric drawing figure
- /g/ 13. a number of people or things group
- /g/ 14. beings that have greater powers than man gods

Exercise 9: Draw pupils' attention to the difference in meaning between P.M. and p.m. M.D. stands for *Medicinae Doctor*, which accounts for the apparent reversal of the initial letters. O.K. is, again strictly speaking, not an abbreviation but a substitute for all right.

Exercises 10 and 11: Check these exercises carefully to find out whether any of the pupils are unsure of the concepts *stress* and *syllable*.

imagine
 manager
 experiments
 dangerous
 president
 professor
 ambulance
 volcano
 comfortable
 collision
 delicious
 decided
 exciting



13. Write the list words from Units 25—29 that have three or four syllables. Say each word carefully. Mark the stressed syllable.
14. These sentences sound silly! But they won't be if the letters of one word in each sentence are rearranged. Write down the "incorrect" words. Beside each "incorrect" word, write the correct list word.
1. We followed the trial that led us to a stream. *trail*
 2. Scientists are trying to find new jaws to prevent disease. *ways*
 3. You musn't lose the gape. *page*
 4. What happened to the ails? *sail*
 5. I made a brag for the apple. *grab*
15. Wonder Worm is daydreaming! Proofread Wonder Worm's daydream and rewrite it correctly in your book.

I had the power to be anybody and do whatever I wanted. Whoosh!
 I was in a flying ~~saucer~~ *saucer* high above the ~~volcano~~ *volcano*. That was ~~exciting~~ *exciting*! Then I became a ~~pirate~~ *pirate* paddling madly in a ~~kanoe~~ *canoe* that didn't get me very far. I tried being a ~~professor~~ *professor* conducting all kinds of ~~experiments~~ *experiments*. Whew! That was ~~dangerous~~ *dangerous*.

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Exercise 14: Some pupils might like to try writing other sentences containing anagrams of non-list words. You could give them a few pairs for a start: star/tars, tea/eat, ride/dive, tired/tried, etc. Sentences could be collected into a puzzle book, along with word squares, mazes, crosswords, and so on, and kept in the Spelling Centre.

Exercise 15: By this time most pupils will have had a lot of experience in proofreading. But if there are any who still have difficulties, go over the passage with these pupils orally, sentence by sentence, helping them find the mistakes and discussing them with the group.

Encourage pupils to explain how they know a word is wrong. Note whether pupils are using their knowledge of spelling patterns and principles, or whether they are relying on visual impression. If pupils are restricting themselves to a single approach or seem to be guessing, suggest that they widen the scope of their techniques and use generalizations they know.

Review Test

If you have been giving review tests, record the results. Compare them with results from previous review tests to see whether pupils are improving.

It would be desirable to administer individualized review tests based on each pupil's accumulated list of problem words.

Pupils may be able to work in pairs and administer the tests to one another, or you might have those who have had no errors dictate word lists to those who did have problems.

Special Unit: Social Studies Words

Objectives

- To provide variety in the spelling program.
- To develop interest in learning to spell words that relate to social studies.

Teaching Suggestions

This is the last special unit and it should be treated like the others. It can be fitted in anywhere in the program that is convenient. No formal testing is required and the general suggestions contained in previous special units also pertain to this one.

Make sure that all pupils can identify and pronounce all the words. Now that pupils have acquired some dictionary skills, they could be made responsible for finding the meaning and pronunciation of any strange words for themselves.

Many pupils faced with a long word in their reading, make a guess at its pronunciation, generally omitting two or three syllables. This guess often becomes fixed as the pronunciation, and spelling consequently suffers. Suggest to pupils that they use their knowledge of syllables, suffixes and prefixes to become familiar with the structure of a word. Encourage pupils to sub-vocalize the syllables as they write a word, thinking of the significance of each one. In this way, a long word loses its obscurity and becomes more manageable in pronunciation and spelling.

Social Studies Words

constitution	parliament	customs	monarchy
inhabitants	senate	temperate	agriculture
responsibility	municipality	feudal	commerce
voyageur	federal	multicultural	consumer



1. Complete these sentences with list words:

- Canada is a multicultural country and enjoys the different traditions and customs of her people.
- The Canadian parliament is made up of the senate and the House of Commons.
- Britain is a monarchy.
- Much of Canada lies in the North Temperate Zone.
- Keeping house is my responsibility.
- The founder of the club drew up a constitution for its members.
- The inhabitants of the town voiced their objections.
- The federal government of Canada is located in Ottawa.
- A feudal system is one in which lords owned all the land and peasants worked for them.

2. Match these definitions with list words.

- a boatman or woodsman in the early fur-trading days of Canada voyageur
- a city, town, village, or country district with its own government municipality
- farming agriculture
- a person who uses anything grown or made by producers consumer
- trade commerce

3. Say and write (fū' dəl). feudal

What letters spell /ū/? eu

How is /ə/ spelled? a

Note also the borrowed word voyageur that still retains its French spelling in contrast to the English form voyager. When discussing this word, you could remind pupils of the other group of early Canadian settlers, the habitants, and relate the word habitant to inhabitant.



4. Say the word .
Look at its pronunciation: (voi'ə zhər') voyageur
Write the word. Underline the letters that spell /zhər/.
Say the word again carefully.

5. Say and write the word parliament.
How many syllables are there? three
Which syllable is stressed? first
What vowel sound do the letters ia spell? /ə/

6. Write the list words that are formed from these base words:

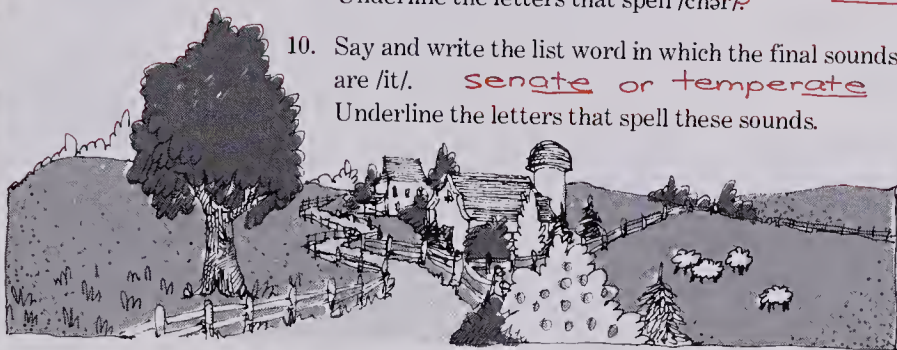
inhabitants voyageur responsibility municipality
inhabit voyage responsible municipal
industry consume monarch constitute
consumer monarchy constitution

re-spon-si-bil-i-ty
mu-nic-i-pal-i-ty

7. Say the two list words that have six syllables.
Write them in syllables.
If you're not sure, check with the Mini-Dictionary.
8. Write the list word that means consisting of different customs and traditions. multicultural
What does the prefix multi mean? many
If you're in doubt, look it up in the Mini-Dictionary.

9. Say and write the list word that comes from the Latin words meaning field and cultivation.
Underline the letters that spell /chər/. agriculture

10. Say and write the list word in which the final sounds are /it/. senate or temperate
Underline the letters that spell these sounds.



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Exercise 9: You could expand this exercise by having interested pupils compose words with the same structure as agriculture from given Latin words. Explain that the first part of agriculture is derived from ager meaning a *field*. Ask them to attempt to construct similar English words using the following Latin words: *hortus* — a garden, *silva* — a wood, *aqua* — water.

Have them check their words for meaning and spelling in a large dictionary.

Draw pupils' attention to the regularity of the spelling of suffixes as an aid to learning to spell long words.

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review the concept of stressed and unstressed syllables as an aid to spelling.
- To review and consolidate the following spelling patterns: /i/ — y (mystery); /ē/ — y (luckily); /ī/ — y (lying).

Pretest

Dictation

The picnic area was crowded.
I realized it was a dangerous job.
There are six passengers on the bus.
Dita stepped carefully through the mud.
Who is that mysterious person?
Yano enjoys reading mystery stories.
Do you understand the question?
I wanted to stamp my foot in anger!

A philatelist is a person who collects postage stamps.

The thunder clouds rolled across the sky.

The city was covered with a blanket of snow.

We lifted the boat onto the shore.

Bodan used tape to repair his book.

That was a stupid thing to do.

I must hand in my book report by Friday.

Luckily, I had enough money to buy lunch.

Why are you lying on the bench?

We were interested in the outcome of the game.



Study Helps

- Copy this chart in your notebook.
Write the list words under the proper headings.
Leave spaces between the syllables.
Pronounce the words you have written, and put in the stress symbol after each stressed syllable.
If you are not sure, check with the *Mini-Dictionary*.

Two syllables	Three syllables	Four syllables

area

realized

passengers

carefully

mysterious

mystery

understand

stamp

stamps

thunder

blanket

onto

tape

stupid

report

luckily

lying

interested

Pretest

How many words did you spell correctly?
If you misspelled a word, look carefully to see why and where you made the mistake(s).

- What is the vowel sound in many unstressed syllables called? **schwa**
Read the dictionary pronunciations of the list words below. Then write the list words in their regular spellings. In each word, circle the letter or letters that spell /ə/.

re@lized (re' ə l ɪ z d)	und@rstand (un' dər stænd')	pass@ng@rs (pas' əŋ jəz)
(ker' fəl ē)	(mis tēr' ē əs)	(mis' tər ē)
caref@lly	mysteri@y	myst@ry
- Use these clues to write list words:

realized —understood fully

stamp —an instrument that prints a design on paper

tape —/ā/ is spelled a-e

stupid —antonym for *intelligent*

understand —to comprehend or know what is meant

lying —/ī/ is spelled y

thunder —It follows lightning.

- Say and write the list word in which y spells both /i/ and /ē/. **mystery**
How many syllables do you hear? **three**

Study Helps

Exercise 1: Suggest that pupils quietly say the syllables to themselves as they write them, and note carefully the vowel letters in the unstressed syllables.

Exercise 2: This exercise also draws attention to the vowel letters in unstressed syllables.

Suggest to pupils that they treat the exercise as self-dictation.

Exercise 3: Check that all pupils understand the term *antonym* and at the same time *synonym*. If they have forgotten, conduct a quick review using simple words, asking for an example of an antonym and a synonym, thus:

	<u>Antonym</u>	<u>Synonym</u>
<u>tall</u>	short	high
<u>large</u>	small	big
<u>wide</u>	narrow	broad

Say and write the list word whose base word is

mysterious

Underline the suffix that was added to the base word.

Which letter in the base word had to be changed when the suffix was added? y

How many syllables do you hear? four

What vowel sound do you hear in the final syllable? /ə/

Circle the letters that spell /ə/. mysterious

5. Write the list word whose pronunciation is (ār' ē ə).

How many syllables are there? three

Which letter spells /ə/? a

6. Say and write the list word in which you hear /j/.

Circle the letter that spells /j/. passengers

7. Say and write the list word in which /z/ is spelled z.

How many syllables are there? three

Which syllable is stressed? last realized

8. What *vowel sound* do the words (blang' kit), (stü' pid), and (ri pôrt') have in common? /i/

In each of these words, which letter spells this vowel sound? e i e

9. Say the word *interested*.

How many syllables did you hear? three

Look at the dictionary pronunciation: (in' tris təd) or (in' tər is təd).

Which pronunciation matches the way you say it?

Write the word.

Remember



Spelling can be easier if you pronounce words clearly and carefully in syllables, and pay attention to stressed and unstressed syllables.

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Exercise 4: Many common words end in a stressed /ī/ that is spelled y as in July, rely, deny, reply, apply. In the list word lying the y replaces an ie avoiding the vowel sequence iei.

The presence of y spelling i in a word is usually an indication of the word's Greek origin. Other common words that have this spelling are rhythm, myth, sympathy.

Exercise 5: Draw to pupils' attention the fact that in the word area two out of its three syllables consist of a single letter. Ask pupils for other words they know that have single letter syllables (idea, oasis, media, studio, video, etc.).

Extending Your Spelling Skills

1. Write a list word in your notebook to complete each of these sentences.

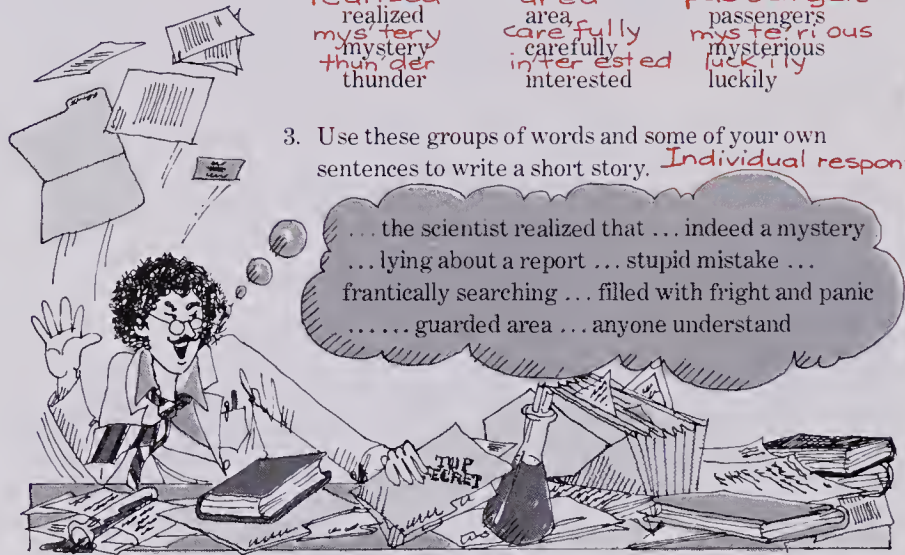
- (a) I forgot to put a stamp on the envelope.
- (b) He took a roll of tape on the camping trip in case of injury.
- (c) I cannot understand how I could have made the mistake because I was driving carefully.
- (d) The puppy was chewing my blanket.
- (e) I have to report for work tomorrow.
- (f) She's not interested in mystery stories.
- (g) After we had combed the area and found nothing, we realized that we had taken a wrong turn.
- (h) Luckily for me, nothing happened to the vase.

2. Write these list words in syllables.

Mark the stressed syllables.

re'alized	ar'ea	pas'sen gers
realized	area	passengers
mys'tery	care'fully	mys'te'ri-ous
mystery	carefully	mysterious
thun der	in'ter ested	lucki ly
	interested	

3. Use these groups of words and some of your own sentences to write a short story. *Individual responses*



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Extending Your Spelling Skills

Exercise 3: You might wish to limit pupils to a paragraph that adequately explains the illustration. If there are pupils who have difficulties in writing, discuss the situation with them, even to the extent of showing them how they could develop the given phrases. The purpose of such exercises as this is to give pupils an opportunity to use the list words in context.

Exercise 4: A "meaning" given in this exercise is in many cases only one among several. When checking this exercise, you could ask pupils to supply other meanings for some of the words in the box, and discuss their literal and metaphorical use.

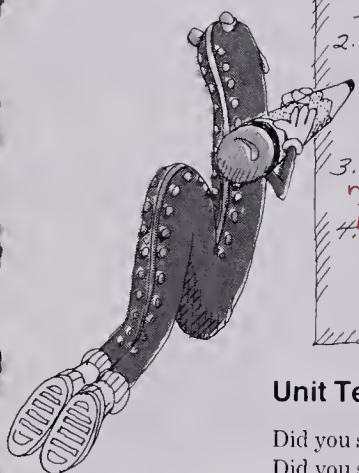
Exercise 5: Remind pupils to proofread their own writing, to make sure that they have not made any mistakes in copying from the text.

4. Match each of the words in the box with the correct meaning. Write the words and meanings in your book. If you're not sure of the meaning of a word, check with the *Mini-Dictionary*.

For example: mysterious — hard to explain or understand

- | | |
|---------------|---|
| 1. report | 7. bring down one's foot with force |
| 2. tape | 1. give an account of something |
| 3. realize | 8. not truthful |
| 4. stupid | 2. a strip of plastic for recording sound |
| 5. interested | 3. make real |
| 6. understand | 9. a story or play about strange events |
| 7. stamp | 6. be informed; learn |
| 8. lying | 4. not intelligent |
| 9. mystery | 5. showed enthusiasm |

5. Rewrite Wonder Worm's sentences correctly in your book.



1. The ~~passengers~~ ^{passengers realized} ~~reclized~~ that the tire had to be repaired.

2. She was ~~interested~~ ^{interested} in the report but could not ~~understand~~ ^{understand} the ~~misterious~~ ^{mysterious} ~~coole~~ ^{cool}.

3. The plan to solve the ~~mystery~~ ^{mystery} was ~~stupid~~ ^{stupid}.

4. ~~Luckily~~ ^{Luckily} the rare stamps were still ~~lieing~~ ^{lying} on the table.

Unit Test

Did you spell all the words correctly?

Did you still find some words difficult? Record your score.

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Unit Test

Compare pupils' results with those of the pretest. Take special note of pupils who have misspelled the same words on both tests. These pupils need special help. Check for outside causes, a degree of deafness, speech impediment or perceptual handicap, or a non-English-speaking home situation as well as the more obvious ones, frequent or prolonged absence, or basic weakness in language.

Unit 32

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To apply as an aid to spelling the concepts *base word* and *suffix*.
- To understand and spell the personal possessive pronouns yours, hers, etc.
- To review and consolidate the following spelling patterns:
/ou/ — **ou** (shout), **ow** (drown);
/ür/ — **our** (yours); /ēr/ — **ear** (hearing).

Pretest

Dictation

Adan's hearing was damaged by the loud noise.

The lesson was mostly review.

Gozal was the oldest man alive.

You are putting your hat on backwards.

Please stop shouting!

They were hitting a baseball.

We hoped she could finish the race.

You are supposed to do your homework.

We have travelled around the world.

The hockey player passed the puck down the ice.

Is this pencil yours?

I shall miss you.

We are making plans for our vacation.

Lara's dirty shoes left marks on the carpet.

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hearing
mostly
oldest
putting
shouting
hitting
hoped
supposed
travelled
puck
yours
shall
plans
marks
drown
sink
suddenly
passed

Pretest

How many words did you spell correctly?
If you misspelled a word, look carefully to see why and where you made the mistake(s).
Study the words you misspelled and those you found difficult.

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Study Helps

1. Add the ending *ed* to each of these base words to write a list word:

hoped supposed travelled passed
hope suppose travel pass

In which base word did you double the final consonant when the ending *ed* was added? travel

How were the base words *hope* and *suppose* changed when you added *ed*? final e was dropped

2. Which ending is common in these list words? ing
hearing putting shouting hitting

Write the base words. hear (put) shout (hit)

Circle the base words that had to be changed when you added the ending. What change was made?

final consonant was doubled

3. Say and write the list word whose base word is old. Circle the suffix. old (est)

4. Say and write the list words that are plural. plans (s) marks (s)
In each of these words, circle the letter that shows the plural form.

5. Say and write the list word that shows possession *but* does not use the apostrophe. your (s)
Circle the letter that shows possession.

Read these sentences and pay attention to the underlined words.

This is your book.

This book is yours.

That is her car.

That car is hers.



Study Helps

Exercise 1: The word travelled is a good example of divided usage. It may be spelled either travelled or traveled, both forms are acceptable.

Exercise 3: Notice the use of *suffix* in this exercise; check to make sure that all pupils are familiar with it. As pupils examine more words derived from Latin, the terms *prefix* and *suffix* will be in increasing demand.

Joel tried to drown out the noise of the traffic with loud music.
Let the lesson sink into your mind.
The bird suddenly flew away.
I hope I have passed my exams.

putting hitting
supposed
travelled
shall suddenly
passed

6. Write the list words that have double consonants.
Circle the double consonants.
Is the vowel sound before the double consonant long or short? short
7. Say and write the list words in which you hear /ou/.
Circle the letters that spell /ou/. shouting drown
Write the list word in which the letters ou do not spell /ou/. yours
Look at its pronunciation: (yürz)
Underline the letters that spell /ür/.
yours
8. Say and write the list words that have a vowel + r sound combination. hearing yours marks
Underline the letters that spell the vowel + r sound.
hearing yours marks
9. Write these list words in their regular spellings.
hearing (hēr'ing) puck (puk) hoped (hōpt)
yours (yürz) supposed (sə pōzd) drown (droun)
oldest hoped
10. Write the words that have /ō/. supposed mostly
What spelling patterns for /ō/ did you find in these words? o o-e

Some base words have to be changed when an ending or suffix is added.

Remember



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Exercise 5: It might be advisable to consolidate the pronoun forms at this time. Develop the personal pronouns with pupils and write them on the chalkboard. Write the two pronouns yours and hers opposite their counterparts and have pupils complete the pattern.

Exercise 7: The sound /ou/ is spelled most commonly **ou** or **ow**. In final positions, it is almost invariably spelled **ow** (thou being the only exception).

Extending Your Spelling Skills

stripping
hitting
sinking shouting
travelling
stinging hearing
standing moving
drowning marking
putting

1. Add the ending *ing* to these base words. Circle the words in which the final consonant has to be doubled before *ing* is added.

strip	hit	sink	shout
travel	sting	hear	stand
move	drown	mark	put

Check with your dictionary for correct spelling.

2. Wonder Worm is writing again, but has forgotten to add an ending to some of the words. Proofread Wonder Worm's paragraphs and rewrite them correctly in your book.



We had ^{travelled} ~~travel~~ the whole day and had ^{hoped} ~~hope~~ to reach her house by night. We were hungry and ^{tired} ~~tire~~, but it was ^{mostly} ~~most~~ the heat that made us irritable. We had ^{passed} ~~pass~~ many ^{farms} ~~farm~~ and ^{villages} ~~village~~. "You were ^{supposed} ~~suppos~~ to have ^{studied} ~~study~~ the maps," ^{complained} ~~complain~~ my mother. "Now we are lost."

Proofread your work for spelling and punctuation.

Some possible responses:

1. When did you get those puck marks on your mask?
 2. Has your oldest son made any plans to leave?
 3. What did you do when the boat began to sink after hitting the rock?
 4. Would you have supposed that it was yours?
1. From the last game we won. (puck marks)
 2. Yes, we leave tomorrow. (plans oldest)
 3. I began to shout for help. (sink hitting)
 4. No, I wouldn't. (supposed yours)

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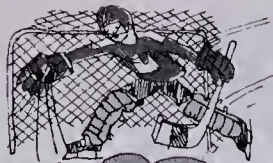
Extending Your Spelling Skills

Exercise 1: You could ask pupils when writing the words in their books, to group them according to their spelling patterns. The simplest groups could be based on doubling. But you could have pupils subdivide the words that do not double the final consonant into those with long vowels and short vowels, and consider their spelling patterns. Alternatively, you could leave the classifications to pupils, see how they solve the problem and discuss the various systems.

Exercise 2: In this exercise, pupils are adding suffixes to base words in a context; pupils have to select the appropriate suffix as well as make the necessary spelling adjustments. You may have pupils in whose dialect endings are regularly omitted; they will probably need extra help and more exercises of this type.

Exercise 3: The questions have to lead to the answer. This will require the pupils to think of a situation or context that would bring the ideas together. Once they have done that, they will be able to frame the question. Suggest that they try to imagine themselves answering a question with the given phrases, think who the questioner could be, a friend, member of the family, teacher, and then invent the question.

4. Complete each of these rhymes with a line of your own.



It was just luck

That I caught the puck.



That was the last

Village we passed



I heard a clink

The glass fell in the sink.

5. Your teacher or classmate will dictate these paragraphs.

The oldest boy was shouting a warning to the driver of the wagon.
 "Stop! Part of the bridge is broken," he cried.
 "One wrong move, and we shall all drown."
 "We are not stopping and we are not turning back," replied the driver. "We have travelled too far. Just hold on tight."
 Suddenly the wagon...

What do you think happened? *Individual responses*
 Write a paragraph to complete the story.

6. Read the groups of words below. What is the meaning of the underlined words as used? *Individual responses*
 Write the underlined words, and beside each write a list word that has the same meaning.

- grades our papers *marks*
- expected to bring the cake *supposed*
- died in peace *passed*
- applying his skill to good use *putting*

Unit Test

How many words did you spell correctly?
 Compare your Pretest score with your Unit Test score.
 Mark your chart.

Unit Test

Exercise 5: Read the whole passage to pupils at a normal pace and with normal intonation. Discuss the situation with pupils so that they are aware that an exchange of remarks is involved. They should also be able to distinguish the speakers so that they know when to start on a fresh line.

Be sure that pupils are looking carefully at words in which they made spelling errors, to see where, and if possible, why they made them. Check to see whether pupils are keeping their records of errors and their diagnoses up to date.

Unit 33

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and consolidate the following spelling patterns: /f/ — **gh** (rough); /ō/ — **ough** (taught); /ôr/ — **oar** (aboard); /ə/ — **le** (title); /ī/ — **igh** (night).
- To review the concept *compound word* and its application as an aid to spelling.

Pretest

Dictation

The motorcycles roared down the street.

Mike rode his minibike to school.

Shari is an automobile mechanic.

Nuclear power is an energy source of the future.

"All aboard," the conductor yelled.

It's tough being a kid these days.

The road was rough and bumpy.

Try to be asleep by midnight.

Blind people can be taught to read.

The wealthy man had at least a billion dollars.

A bullet is shot from a gun.

Iain has blond curly hair.

The child was delighted with the kitten.

The book had an exciting title.

A rifle is a deadly weapon.

Don't forget to lock the door.

Their car broke down on the highway.

Did you have enough to eat?

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motorcycles
minibike
automobile
power
aboard
tough
rough
midnight
taught
billion
bullet
blond
child
title
rifle
lock
their
enough

rough
tough
enough

Study Helps

1. Read this sentence. In the underlined words, listen for the consonant sound /f/.

Tough Tom had enough of the rough sea.

How is /f/ spelled?

Say and write the list words in which /f/ is spelled gh.

In which position of a word do the letters gh spell /f/? *at the end*

Say and write the list words in which the letters gh do not spell /f/. *midnight taught*

Write the list word in which /f/ is spelled f. *rifle*

2. Write the compound list words.

Beside each compound word, write the two base words. *motor cycle
mini bike*

3. Use the following clues to write list words:

midnight—It means "middle of the night."

lock—The letters ck spell /k/.

rough—an antonym for *smooth*

billion—1 000 000 000

automobile—(o'tə mə bēl') was originally a French word.

blond—light color of hair

power—rhymes with *tower*

bullet—It whizzed through the air like a _____.

their—a homophone for *there*

4. Say and write the word *midnight*.

How many syllables are there? *two*

What vowel sound do you hear in the second syllable? */i/*

How is it spelled? *igh*

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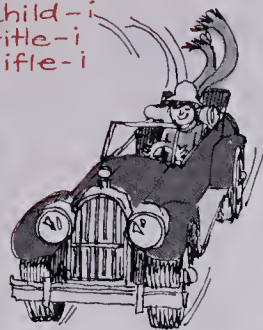
Study Helps

Exercise 1: By now, most pupils will have encountered most of the words in which /f/ is spelled **gh**. It might be advisable at this time to consolidate their knowledge of this group of words. Omitting dialect words and proper names, the group is reduced to laugh and its derivatives, enough, rough, tough, cough and trough; slough (sluf) is included when it means "to cast off," but not when it is "a body of melt-water in the Prairies" (slü), or "a mud hole or bog" (slou). Draft and its derivatives is regularly spelled draught in British English.

You could ask pupils for another strange spelling for /f/ and what this spelling signifies. They have had many examples of words of Greek origin with the **ph** spelling, starting with phone, graph, physical and so on.

Exercise 2: Auto is used as a word, being a shortened version of automobile, but it is in fact a Greek prefix, active in English, meaning "self" or "independently."

motorcycle - y
minibike - i - e
child - i
title - i
rifle - i



Say and write the other list words that have /i/.
How is /i/ spelled in each of these words?

5. Say and write this picture word.
How many syllables are there? **four**
Look at its pronunciation: (o'ta mə bēl')
Notice that the first and the last syllables are stressed.
What letters spell /o/? **ou**
Notice how /ē/ is spelled.
6. Say and write the list word in which you hear /ôr/.
Circle the letters that spell /ôr/. **aboard**
How many syllables are there in aboard? **two**
Which syllable is stressed? **second**
What vowel sound do you hear in the first syllable? /ə/
How is it spelled? **a**

7. Say the word billion.
How many syllables are there? **two**
Look at its pronunciation: (bīl'yən)
Say the word again carefully.
Write it.
8. Say this list word: (tot)
What vowel sound do you hear? /o/
How is it spelled? **ough**
Write the word.
Listen for /o/ in these words: **caught** **naughty** **daughter**

9. Say and write this list word: (tī 'təl)
Underline the letters that spell /əl/. **title**
Say and write the other two list words in which /əl/ is spelled **le**. **rifle** **motorcycles**

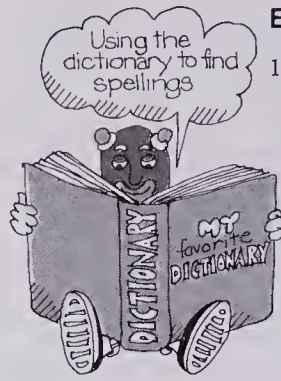
/f/ can be spelled: **f** as in rifle or
gh as in rough

Exercise 4: The **igh** spelling for /ī/ is found in the final position in a few words (high, sigh, thigh and nigh), and more commonly followed by **t** but no other consonant (might, bright, fright, etc.).

Exercise 6: Develop with pupils the notion that **or** is the usual spelling of /ôr/, but that **oar** is also fairly common. They should, therefore, look carefully at /ôr/ to determine which pattern is used.

Exercise 8: Reassure pupils that the **ough** spelling for /o/ is restricted to very few words and that the most common ones are listed here.

Exercise 9: Draw pupils' attention to the spelling **le** for a final /əl/. This is the more common form of the spelling. Words in which /əl/ is spelled **el** (model, label, etc.) should be noted.



Extending Your Spelling Skills

1. How do you look up a word in a dictionary if you don't know how to spell it?

How would you spell the words shown in pronunciation symbols in these sentences?

The (o'tə mə bēl') didn't have the (pou'ər) to climb the hill.

A (bil'yən) dollars would be (i nuf').

You're too (ruf) and (tuf) with the (chīld).

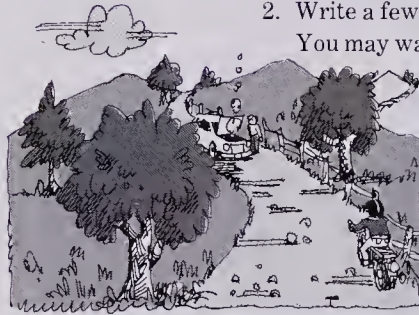
Remember, to find a word in a dictionary, you must know at least the first two letters. The important thing is to think of all the possible spellings for the first few sounds of a word.

Say the above words written in pronunciation symbols aloud. Pay attention to the *first* sound. What letters can be used to spell this sound? Now guess what the first few letters of each word might be. Check with the *Mini-Dictionary*.

You may want to use the *Common Spellings of English Sounds* chart on pages 160—161 and your knowledge of related words to help you.

2. Write a few interesting sentences about each picture.

You may want to use the words below each picture.



automobile, stranded,
rough, hilly road,
enough, minibike

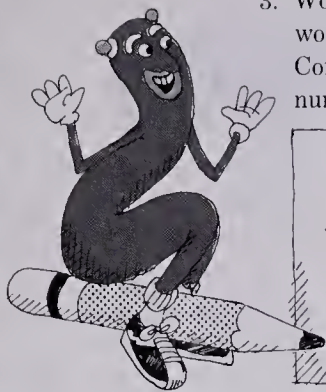


billion-dollar ocean liner,
enough power, cruise,
comfortable, aboard

Extending Your Spelling Skills

Exercise 1: The work done in the special units may have alerted pupils to the fact that the scientific vocabulary in English is strongly influenced by Greek and Latin. A knowledge of the context of a word can also help in a search for its spelling. Add to this information, an awareness of the word's structure and of the spelling of common prefixes, and the search is narrowed.

Exercise 4: Pupils might enjoy exchanging messages with each other in the same code.



3. Wonder Worm wrote these sets of three rhyming words.
Correct each misspelled word and, beside it, write the number of the set.

1. cord	sword	aboard
2. <u>spiled</u>	<u>filed</u>	<u>abard</u> child
3. <u>enough</u>	<u>tough</u>	<u>chiled</u>
4. <u>care</u>	<u>thare</u>	<u>bluff</u>
5. <u>tought</u>	<u>thought</u>	<u>fares</u>
6. <u>wet</u>	<u>bullet</u>	<u>bought</u>
	bullet	flat

mysterious blond
passenger left ship
at midnight stop we
suppose she plans
to steal billion
dollar rough
diamond stop
rifle found in
automobile stop

4. As a local police officer, you received the following message from an agent. Decode this message. If you have any difficulties, check the list words in Units 31 and 32.

mstrs blnd pssngr lft shp t
mdnght stp w sppsd sh plns
t stl bln dllr rgh dmnd stp
rfl fnd n tmbl stp

5. Rewrite the sentences and replace each underlined word with a list word of similar meaning. If you're not sure of the meanings of the underlined words as used in these sentences, check with a dictionary.

- enough 1. There was sufficient food for the children.
title 2. She won the tennis championship at school.
power 3. Only the president has the authority to make the decision.
tough 4. Pushing our motorcycle uphill was difficult.
rough 5. We're not sailing in this stormy weather.

Unit Test

Did you get a perfect score? Mark your chart.

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Unit Test

Exercise 5: Remind pupils that the words they are looking for are not exact equivalents, but convey the same general meaning.

Allow pupils to do their own checking, using their textbook. Supervise the diagnosis and self-correction to see that pupils are working accurately and thoroughly. Provide help for those who have difficulty in analysing causes of error.

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and consolidate the following spelling patterns: /i/ — **igh** (sigh), **i** (diamond); /ō/ — **ow** (shadow); /ou/ — **ow** (row).
- To review the concept *contraction*.
- To understand the use of the *apostrophe* in contractions.

Pretest

Dictation

Your sigh is very precious.
 The child was pale with fright.
 Her diamond ring sparkled brightly.
 The old mansion was perfect for a Hallowe'en party.
 Nilla told them we'd be late.
 My next appointment is on Tuesday.
 The planet Saturn is the setting for the story.
 Our seats are in the fourth row.
 The shows begin each day at one p.m.
 It is wise to carry an umbrella on cloudy days.
 The important thing is that I've learned something.
 Felipe slept all the way home.
 We heard footsteps on the roof.
 There is a thin stripe in the pattern.
 I knew he'd help us.
 They shouldn't overload the boat.
 Riki doesn't enjoy carrots.
 We're delighted that you're here.

sight
 fright
 diamond
 Hallowe'en
 we'd
 Tuesday
 Saturn
 row
 shows
 wise
 important
 slept
 roof
 thin
 he'd
 shouldn't
 doesn't
 you're

Pretest

How many words did you spell correctly?
 Which words did you find difficult? List these words in your spelling record.

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Study Helps

- Remember that a *contraction* is formed from two words. An *apostrophe* (') replaces a letter or letters that are omitted when these two words are *contracted* into one. Hallowe'en we had he had
does not you are should not
 Say and write the list words that are contractions. Beside each contraction, write the two words from which it was formed. Circle the letter(s) that were left out and replaced by an apostrophe. For example: shouldn't — should not

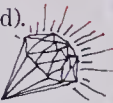
- Write these list words in their regular spelling:

fright (frit) sight (sit)

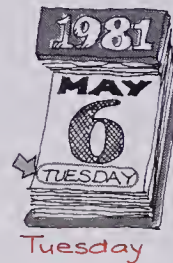
Which letters are used to spell /i/? igh

Say and write the other list words that have /i/. diamond
 How is /i/ spelled? ia i-e wise

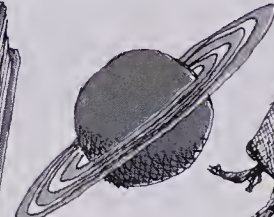
- Write the list word that is pronounced (dī'mənd).
 What letters spell /i/? i
 How is /ə/ spelled in the second syllable? o
 Use your study method to help you study this word.



- Match these pictures with list words.
 What do you notice about these list words?



Tuesday



Saturn



Hallowe'en

Study Helps

Exercise 1: Review the terms *contraction* and *apostrophe*. Ask pupils for the origin of the word *apostrophe* to explain the spelling of /f/. Make sure that pupils pronounce all four syllables.

Note that Hallowe'en is itself a shortened version of All Hallows' Eve, that is the eve or day before All Saints Day. The word eve was originally written even having the same meaning as evening, the coming on of night. The apostrophe in Hallowe'en marks the omission of the letter v.

To demonstrate the dual origin of we'd and he'd, give pupils the following pairs of sentences and ask them to write the contractions in full:

We'd just come in when the phone rang.

We'd have come if it had been fine.

He'd finished the job by midday.

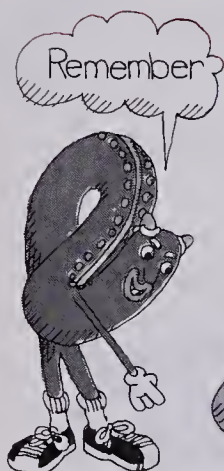
He'd have finished the job by midday if the tractor hadn't broken down.

5. Use these clues to write list words:

- roof —rhymes with *hoof*
 thin —antonym for *fat*
 diamond —the hardest substance known
 wise —means showing good judgment
 slept —the past form of *sleep*
 important —synonym for *significant*
 shows —rhymes with *blows*
 Hallowe'en —It originates from All Hallows' Eve.

dia'mond
 Hal'lowe'en
 Tues'day
 Sat'urn
 im por'tant
 should'n't
 does'n't

(row)
 shows
 Hallowe'en



6. Write the list words that have two or more syllables.

Leave spaces between the syllables.

Pronounce each word carefully and put in the stress symbol after the stressed syllable.

7. Say and write the list words that have *ow*.

Circle the word in which *ow* can spell either /ō/ or /ou/.

How does the pronunciation of this word affect its meaning?

8. Say and write the word *Tuesday*.

How many syllables are there? *two*

What letters spell /ū/ in the first syllable? *ue*

What is the final consonant sound in the first syllable? /z/

How is it spelled? *s*

Write the other list words in which /z/ is spelled *s*. *shows, wise, doesn't*

Write the list words in which /s/ is spelled *s*. *sight, Saturn, slept*

9. Say the word (im pōr'tant). *three*

How many syllables are there? Write the word.

Circle the letters that spell the vowel + r sound.

Underline the letter that spells /ə/. *imporotant*

A *contraction* uses an *apostrophe* to replace a letter or letters left out when two words are joined to form one word, as in: *should not* — *shouldn't*.

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Exercise 3: The word diamond comes from a Greek word meaning "extremely hard," and metaphorically, "inflexible and unyielding," whose modern form is adamant. However, in late Roman times, the word was reconstructed with the Greek prefix dia to "diamant" from which, through French, the modern word diamond is derived, an appropriate name for the hardest known substance. Note that the word is also heard with three syllables (di'ə mänd).

Exercise 5: The word sleep with its past form slept belongs to a small group of about a dozen verbs that show in the past form a vowel change and the inflectional ending *t* in place of *ed*. Some frequently occurring members are keep/kept, sweep/swept, feel/felt, mean/meant. You could have pupils compile a chart of such verbs, either as an individual or a group responsibility.

Show how the double meaning applies to other pronouns:

I'd like to come if I may.

I'd only two left.

Then have pupils write sentences to show the same double usage of she'd, you'd, and they'd.

Draw pupils' attention to shouldn't and wouldn't that clearly demonstrate the combination of the two words should and not and also would and not, into single words.

Have pupils distinguish the two homophones you're and your by using them in sentences.

Exercise 2: Recall the spelling of midnight from the previous unit and suggest pupils start a collection of **-ight** words.

Exercise 7: The use of **ow** to spell both /ō/ and /ou/ has given rise to a few homographs of which row is one; others are bow and sow. Many other pairs of words show the same variation flow/flower, show/shower, crow/crown, glow/glower, etc. When using a dictionary to check **ow** words, pupils should note the pronunciation as well as the meaning of each word.

Extending Your Spelling Skills

1. Combine the sentences below each picture so that your sentence will describe the picture. Then add one or two sentences of your own.



The little children shook with fright.
The little children saw the gruesome
Hallowe'en masks and costumes.



I slept in the cabin when the
storm came. I heard the sound
of dripping water.

2. Rewrite the sentences by replacing the underlined words with synonyms that are list words. If you're not sure of the meanings of the underlined words as used in these sentences, look them up in a dictionary.

wise 1. It was a prudent thing to do.

important 2. It was a significant day when the peace treaty was signed.

fright 3. She was filled with sudden fear when she heard the news.

shows 4. The hole in her sock appears above her big toe.

row 5. We had a big quarrel.

Some examples:

does not - doesn't
we would - we'd
we had - we'd
we are - we're
we will - we'll
she would - she'd
she had - she'd
she will - she'll
she is - she's

3. Combine the words in Box A with the words in Box B to spell as many contractions as possible. Write the two words, then the contraction.

Box A	
does	can
we	they
she	you

Box B	
would	had
not	are
will	is

Extending Your Spelling Skills

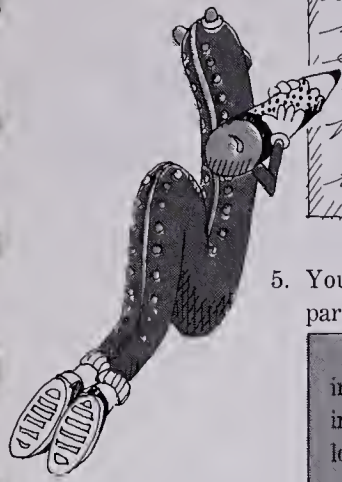
Exercise 2: Make sure that all pupils are familiar with the meaning of *synonym*. Again, explain that no two words have identical meanings, there is always some shade of difference. Pupils should choose the list word closest in meaning to the underlined word.

Exercise 3: Draw pupils' attention to the anomalous form cannot. This is the only case of the full negative being joined to a verb, although the contractions regularly are.

Exercise 4: Remember to go through these proofreading exercises orally with those pupils who need help in developing this skill.

Have pupils identify the errors, say why the word is wrong and correct it. When the oral work is completed, have pupils write the corrected version in their note-book.

4. Poor Wonder Worm is complaining! Proofread Wonder Worm's complaint and rewrite it correctly.



Many TV shows make you shiver with ~~fright~~^{fright}. At one point ~~you're~~^{you're} shocked by the ~~sight~~^{sight} of a crumbling ~~roof~~^{roof} under the ~~weight~~^{weight} of a weird monster. This is followed by strange creatures that have no ~~sight~~^{sight} and people from ~~Saturn~~^{Saturn} who have come ~~sleep~~^{sleep} to life after having ~~sleep~~^{sleep} for centuries. Sometimes you just have to turn the TV off!

5. Your teacher or classmate will dictate these paragraphs.

We'd decided to accompany him to a secret and important meeting on Tuesday. It was to be held out in the countryside. It was a wise idea to start the long journey on Monday night.

We slept for a few hours on Monday night in an old shack. Part of the roof had disappeared and we could see the stars sparkling like diamonds against black velvet. It was a lovely sight!

"Shouldn't we start again?" I asked. "We'll be late if we stay any longer."

Proofread your work for spelling and punctuation.

Unit Test

Compare your Pretest results with your Unit Test results.

Did you do better on the Unit Test?

Record your score.

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Exercise 5: Read the complete passage to the class before you start to dictate. Some of the sentences may be too long to be dictated as a whole, but try not to break them up into more than two or three parts.

How you deal with the exclamation mark will depend on the extent of pupils' studies of punctuation. You could discuss briefly in advance of the dictation, the method we use to indicate strong feelings in speech and then how

we express them in writing, explaining if necessary, the use of the exclamation mark. Then, immediately before the dictation, remind pupils to listen for the expression of strong feeling, as well as for passages of direct speech.

When you have dictated the passage, read it through once more at a normal pace and with normal intonation to enable pupils to insert or adjust any punctuation marks. Discuss these marks with pupils when the dictation is checked.

Unit Test

Since the list words in this unit cover a wide range of spelling patterns, have pupils compare the pretest and unit test results to identify patterns that require review and further study. Where there are still three or four errors, suggest that pupils use the five-step study method.

Unit 35

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To identify elements within irregular spelling patterns that need special attention.
- To apply this knowledge in spelling words with irregular patterns.

Pretest

Dictation

The art exhibition attracted large crowds.

The flood destroyed many roads. They'll still come although it's raining.

The questions were difficult to answer.

I need a nickel to buy candy.

The fawn disappeared into the woods.

We were badly bitten by mosquitoes.

There was a bomb threat at the airport.

There might be traces of ore in those rocks.

The crooks escaped with the jewellery.

Please come for supper this evening.

Gopal wondered where he had put the money.

Do you know whether he's coming or not?

Whose pen are you using?

That story is pure fantasy.

The beauty of the mountains inspired the poet.

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exhibition
flood
although
questions
nickel
disappeared
mosquitoes
bomb
ore
crooks
evening
wondered
whether
whose
fantasy
beauty
picture
countries

Pretest

How many words did you spell correctly?
If you misspelled a word, look carefully to see where and why you made the mistake(s).



Study Helps

1. Write the word exhibition in syllables.

How many syllables are there? four

Circle the base word. Underline the suffix.

Say the word carefully. ex hi bit ion

What sounds does the letter x spell? ks

Look at its pronunciation: (ek' sə bish' ən)

Notice that /sh/ is spelled ti.

2. Say and write this picture word.

mosquitos

How many syllables are there? three

What is the vowel sound in the second syllable? /ē/

Underline the letters that spell this vowel sound.

What is the vowel sound in the first syllable? /o/

Notice how it is spelled. o

Write the other list word that has the letter q.

questions Separate the syllables with a line.

Look at the pronunciation: (kwes' chən)

What is the base word? quest

What does it mean? Check with a dictionary.

Say and write the other list word in which you hear

/ch/. picture

3. Write the list word that has the same vowel + r sound combination as this picture word.

Circle its base word.

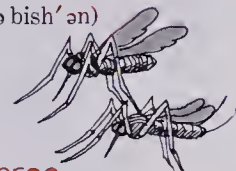
Underline the prefix.

disappeared

4. Say the word bomb.

What is the final consonant sound you hear? /m/

How is it spelled? Write the word. mb



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Hang the picture here.

David enjoys visiting different countries.

Study Helps

Exercise 1: Pupils should have no problems with the final syllable, /shən/ spelled **-tion**. The prefix **ex** is also straightforward. The stress falling on the third syllable makes the vowel in that syllable obvious. The two problems are the **h** which is not heard and therefore likely to be forgotten and the spelling of /ə/ in the second syllable. Luckily, there is a cognate word exhibitor in which the stress falls on the second syllable, preserving the full vowel sound. Thus linking the two words exhibition and exhibitor

5. Use these clues to write list words:

- crooks** —rhymes with *books*
ore —the homophone for *oar*
flood —The letters *oo* spell /u/.
bomb —It has a final /m/.
nickel —five cents
whose —(hüz)

al though'
 ex hi bi'tion
 nick'el
 weath'er
 dis ap peared'
 mos qui'toes
 ques'tions
 coun'tries
 eve'ning
 won'dered
 fan'ta sy

6. These list words are written in pronunciation symbols, but the stress symbol has been omitted. Write them in their regular spelling. Leave spaces between the syllables and put in the stress symbol.

(ol THō) (ek sə bish ən) (nik əl) (weTH ər)
 (dis ə pērd) (məs kē tōz) (kwes chenz) (kun trēz)
 (ēv ning) (wun dərd) (fan tə sē)

7. Write the base word of each of these words:

fantasy **beauty** **bomb**
 fantastic beautiful bombard

8. Say and write the two list words in which the first two letters are **wh**. **whether** **whose**

In these two words, how do the letters **wh** differ in pronunciation? Check with a dictionary.

9. Some of the list words in this unit are frequently misspelled. Check to see whether you have misspelled any of these words.

mosquitoes	whose	picture
disappeared	although	nickel
questions	exhibition	whether

Can you see a reason for your misspellings? If you misspelled any of the words, use the Study Method to help you learn to spell them.

Pronouncing words carefully can help you spell them.



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will help pupils remember the spelling of the vowels in the unstressed syllables of both words.

Exercise 2: The use of **qu** to spell /k/ in mosquitoes marks it as a foreign word. It was introduced from the Spanish language in the sixteenth century at the time of the exploration of North and South America. The **es** plural shows that it is not a very recent borrowing because most of the latter have a plural in **s** (banjos, silos, etc.). The foreign origin also accounts for the /e/ being spelled **i**.

In question, **qu** reverts to its normal function of spelling /kw/. Note that after /s/, the suffix normally pronounced (shən) is changed to (chən) but the spelling remains the same. If pupils try to say (kwes' shən) clearly and distinctly, they will soon realize the reason for the change from /sh/ to /ch/. Suggest they look for and check other words with the same spelling pattern, like digestion and combustion.

You could draw pupils' attention to words like request and inquest

and ask how these words are connected in meaning with quest and question.

Have pupils say the word picture to make sure that they hear the /k/ before the /ch/.

Exercise 3: Make sure that pupils correctly identify the picture word. Stress the structure of the word, the negative prefix **dis** + the verb appear, to prevent the common mistake of a doubled **s**.

Exercise 4: As in Exercise 1, pupils should link the list word to a cognate word to help them remember a spelling pattern, bomb, in which the second **b** is not heard, and bombard in which it is.

Exercise 6: Pupils should note loss of the middle syllable of evening. You could help them remember the spelling by associating it with the older words even and eve.

Fantasy, like exhibition and bomb, should be linked to its cognate word fantastic, in which a shift of stress reveals the letter that spells /ə/ in fantasy. Pupils should be encouraged to link words into groups based on a common root or base word in order to broaden the application of the spelling patterns they have learned.

Exercise 8: The number of words in which /h/ is spelled **wh** is limited. The most common words are the group who, whom, whose and whole.

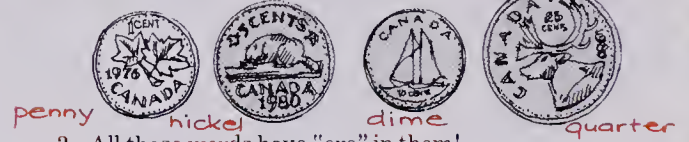
In all other words, **wh** is used to spell either /hw/ or /w/.

Extending Your Spelling Skills

- Write a few sentences about each picture.
Proofread your sentences for spelling and punctuation.



- Write the words for the following coins:



- All these words have "ore" in them!

Use the clues to find out what the words are and write them in your book.

- place to buy goods store
- the edge of the sea or a lake shore
- breath noisily during sleep snore
- to travel for the purpose of discovery explore
- made a solemn promise swore

- Complete these sentences with list words.

- We wondered what happened to the people caught in the flood.
- The mosquitoes were particularly troublesome in the evening but never in the morning.
- The police asked many questions about the picture that disappeared from the exhibition during the recent flood.
- My dream of visiting all the countries was pure fantasy.

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Extending Your Spelling Skills

Exercise 1: The aim in the writing of exercises is to ensure that pupils use the list words in context. To secure maximum value from this activity, discuss the picture with pupils helping them to find ways in which they can make use of as many list words as possible.

Exercise 5: Pupils will probably decide that bomber is the odd word because it has /m/ spelled **mb** and the ending **er**, whereas in the other **er** words **mb** spells /mb/. You could ask them to explain this peculiarity. If they have problems, ask them for the comparative form of numb and compare it with number in spelling and pronunciation. Help them with similar pairs such as combing/combine, dumb/dumbell. Establish that words like number and lumber are

5. Write the words below in which the letters **mb** spell /m/.

dumb

lumber

timber

comb

bomb

numb

number

thumb

bomber

Which is the odd word? *bomber*

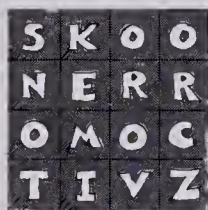
6. Your teacher or classmate will dictate these paragraphs.

At the exhibition, we saw different kinds of ore on display. We wondered what a mine looked like. Our parents decided to take us to a nickel mine one afternoon.

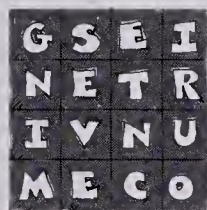
A mine worker explained everything to us. We learned that nickel is used in mixtures with other metals. Most of our questions were answered, although we would have liked to try our hand at mining.

Proofread your work for spelling and punctuation.

7. Each of these word mazes contains two list words. What are they?



ore crook



evening countries



flood disappeared

Unit Test

Did you do better on this test than on the Pretest? Record your score.

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two syllable base words in which **mb** is a consonant blend. By contrast bomber is a base word bomb + the ending er, so that **mb** still spells /m/, just as the comparative of numb is numb + er. In the word bombard, the **b** in **mb** is pronounced, probably as a result of the shift of the stress to the second syllable.

Exercise 7: Remind pupils that they may move in any direction including diagonally but may not skip a square.

When pupils have found the list words, they could then be allowed to find as many other words as they can.

Unit Test

This unit involves some unusual spelling patterns. If pupils are repeating mistakes in the unit test, suggest that they use the five-step learning process more vigorously and invent mnemonics to help them remember the strange spelling patterns. You could also ask pupils who spelled all the words correctly to explain to the others how they studied the words and learned the spellings.

Objective

To review and extend the use of those high-utility words listed in Units 31-35.

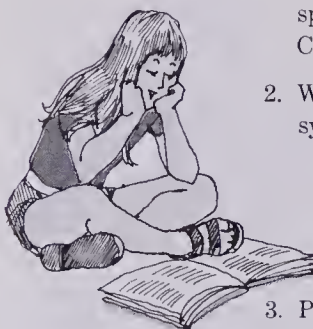
Enabling Objectives

- To apply knowledge of spelling patterns by writing words from sound symbols, and also by adding endings to base words.
- To demonstrate an understanding of the structure and spelling of contractions.

Looking Back

A number of unusual words have been presented in Units 31-35. Pupils should be encouraged to analyse carefully the nature of their misspellings. You might remind them to pay attention to the meaning of the word, its spelling, and, where appropriate, its origin.

Allow plenty of time for individual pupils to study the words in their private spelling lists. Give them help in classifying words as having regular or irregular spelling patterns.



2. re'alized
re port'
e nough'
eve' ning
mys ter' ious
sup posed'
au' to mo bile
coun' tries
mys' ter y
dia' mond
im por' tant
blan' ket



1. Look at your spelling record for Units 31—35 to see which words you misspelled and the kinds of errors you made. Unless you are sure you know the correct spelling now, use your LOOK SAY COVER WRITE CHECK method to study these words.

(rē əl ɪzd)	(mɪs tēr ē əs)	(mɪs tər ē)
(rɪ pɔrt)	(sə pɔzd)	(dɪ mænd)
(i nuf)	(o tə mə bēl)	(ɪm pɔr tɒnt)
(ēv nɪŋ)	(kʌn trēz)	(blʌŋ kɪt)
2. Write these words in regular spelling. The stress symbol has been omitted. Mark the stressed syllable.
3. Proofread Wonder Worm's story. Correct the spelling mistakes and use contractions wherever possible.

One Hallow'een night, Musky and I ^{decided} ~~decided~~ to go trick-or-treating. "I ^{am} ~~id~~ would like to play ^{people} some tricks on some ^{peeps} ~~peeps~~," said Musky. "I ^{will} ~~will~~ ^{frighten} ~~frighten~~ some ^{children} ~~children~~." So Musky ^{disappeared} ~~disappeared~~ behind some bushes. ^{suddenly} ~~suddenly~~ I heard a scream. "Run! ^{It's} ~~It's~~ a ghost. ^{Don't} ~~Don't~~ look. Just run." Children ran in all directions but one fell and started to cry. Musky picked him up and said, "^{It's} ~~It's~~ Musky. ^{I'm} ~~I'm~~ sorry I frightened you."

Check your work for spelling and punctuation.

As this is the last unit in the book, you might like to use it as an assessment of how much progress pupils have made in spelling by completing the exercises given here, supplemented by others of your own devising that concentrate on words that have proved to be consistently difficult. Check each pupil's work yourself. The results should provide you with information to enable you to give extra help in problem areas before the term ends.

Exercise 1: You could take this last opportunity to review once more the five-step study method, emphasizing that it is a technique to be used whenever it is necessary to commit the spelling of a word to memory.

Remind pupils of the necessity for concentration as they look at the word to form a clear mental picture of it. Say the word to become aware of its syllables, of the sequence of its sounds and of their connection with the mental image. Make sure that they realize

Some examples:

mostly
luckily luckiest luckier
suddenly
mysterious mysteries
hearing hears
exhibition exhibiting
old older oldest
realizing realized
carefully
interesting interests
lied lies

4. To each of these base words add as many endings or suffixes as you can.

most	mystery	realize
lucky	hear	careful
sudden	exhibit	interest
pass	old	lie

5. Here is a special message for you in one of the codes you have learned in this book.

Decode the message and write it in your notebook.

MMM.....IS IT THE
PORTA CODE OR THE
PICKET FENCE CODE?



GLRKN ILEV B LFIHK VOORM
THPRO OHBLF MVVWG LPVVK
ZZZIV UFOIV XLIWL UNRHH
KVOOV WDLIW HZMWG SVMGL
FHVGS VHVDL IWHRM BLFID
IRGRMT

6. Write out in full each of the contractions in the following sentences.

We had 1. We'd only gone a mile before the rain started.
we had 2. If we'd given it careful thought, we'd never have gone.
You are 3. You're sure he'll come? It doesn't seem likely.
He was here only yesterday.

He would 4. He'd have helped us if he'd been able.

5. to improve your spelling skills you need to keep a careful record of misspelled words and then to use these words in your writing

What do you notice about we'd and he'd?

7. The following pairs of words are examples of spelling patterns you have studied this year.

What particular spelling pattern is shown in each pair of words? Pupil activity

hope — hoping	engine — manage
hop — hopping	brush — brushes
rough — laugh	furniture — creature
cry — cried	ceiling — receive

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Exercise 4: It might be useful to review with pupils all the endings used in this particular program. You could have them collect and list the endings for themselves or you could write a consolidated list on the chalkboard. Encourage pupils to check any combinations of which they are uncertain in a dictionary.

When pupils have finished the exercise, check it orally as a group activity so that pupils can benefit from each other's work.

Exercise 7: This exercise could well be conducted orally with the whole group. Pupils who could not express in writing what they know about spelling patterns might be able to talk about what they know.

that if on checking they find they have misspelled the word, they should go back to looking at the word and then working through the complete sequence again, and, if necessary, again until they have mastered the word.

Exercise 2: Pupils who misspell realized should be encouraged to link it with real and reality so that the words will reinforce each other's spelling pattern. Note also the mutually helpful pair mystery and mysterious.

Exercise 3: You could discuss with pupils the effect of speech without contractions, establishing the difference between colloquial, that is, conversational language and written language that is more formal. Have them read Musky's sentences from the book and then say them in their conversational form. Pupils will still have the problem of deciding how to write the contractions.

Some pairs illustrate more than one pattern; the first, for instance shows the vowel-consonant-vowel pattern for long vowels as well as the final e dropped before adding an ending beginning with a vowel.

Review Test

If you have been giving review tests, do so again. Pupils should then have a record of six tests taken throughout the year that will help them see to what extent they have improved.

Basic Word List

aboard	because	burning	collars
above	beginning	business	collision
address	believed	butter	Columbus
advertisement	below	buying	comfortable
again	belt		coming
against	bench	calls	completely
agreed	beneath	calm	contest
airplanes	besides	Canadian	cost
already	between	canoe	cottage
although	billion	cards	counting
ambulance	blanket	careful	countries
Americans	block	carefully	country
anyone	blond	carpet	cover
anywhere	bloom	carried	covered
apartment	board	cart	covers
ape	bomb	case	coyote
April	bored	cents	crab
area	boring	chairs	craft
army	bottles	chance	crazy
automobile	brakes	changed	creature
awful	branches	check	creatures
awoke	breeze	checked	crew
	British Columbia	chickens	crooks
badly	brook	child	cross
bait	broom	choice	
basement	bullet	Christmas	Dad's
basket	bunch	classroom	danced
bathroom	bunnies	claws	dangerous
beard	buried	clear	decided
beautiful	burn	cloud	delicious
beauty	burned	code	department

diamond	enough	flat	goldfish	history
dig	entered	flies	gorilla	hitting
dirt	equipment	floated	grab	ho
dirty	escape	flood	grabbed	hobby
disappeared	especially	floors	grain	homework
dive	evening	follow	grand	hook
diving	except	fooled	grave	hoped
dock	exciting	forever	grounds	hung
doctors	exclaimed	formula	group	hunters
doesn't	exhibition	forty	guards	
doors	experiment	forward	guide	ill
double	experiments	fourteen	gym	imagine
dragged	explained	fourth		important
dried	explore	French	hairy	inch
drown	extra	friend	Hallowe'en	information
dry		friendly	hanging	interested
ducks	falls	fright	happening	invited
dug	fantasy	furniture	happens	it's
	farther	fuzzy	hardly	
earthquake	fastest		hare	jacket
eaten	fawn	garage	hated	Japan
Edmonton	February	gear	having	join
education	fed	gently	Hawaii	joke
eighty	fellow	given	heading	joy
electric	figure	gives	hearing	jumping
elevator	filled	giving	heart	
ended	fin	glasses	he'd	kicked
engine	finally	glove	held	killing
English	fires	goat	helps	knees
enjoy	fishes	gods	hen	knock
enjoyed	fit	goes	hiking	

Labrador	marks	office	poison	rolled
laid	meal	oil	pot	rolling
lakes	meeting	O.K.	potatoes	roof
lap	mermaid	oldest	pound	rooms
laughing	mess	Ontario	pounds	rough
lawn	midnight	onto	power	row
laying	minibike	opening	president	rushed
lazy	moment	ore	prize	
lead	monkeys	ouch	professor	saddle
leader	monsters		proud	sail
leading	months	page	puck	sailboat
leaving	moose	paid	puppies	sailing
led	mosquitoes	pain	putting	sandwiches
less	mostly	passed	puzzled	sang
letters	motorcycle	passengers		Saturn
lie	motorcycles	pasture	questions	saucer
lift	mountains	patrol	quick	save
listen	Mr.	peanut	quietly	scientist
lizards	Mrs.	people		scores
lobsters	music	picture	rainbow	scorpion
lock	mysterious	pie	ranger	season
loose	mystery	piece	reach	seasons
lose		pipe	realized	sergeant
lovely	nature	pirate	received	series
low	nearly	plain	Regina	seventh
luckily	neat	plan	remembered	seventy
lying	neighbor	plans	report	shaking
	Newfoundland	players	rid	shall
managed	nickel	playful	rifle	shells
manager	ninety	plural	robbers	sheriff
March	noise	p.m.	rocking	shine

shining	spy	thirteen	vampire	you're
shirt	stamp	thirty	velvet	yours
shoots	stamps	through	visiting	yourself
shouldn't	stands	thunder	volcano	
shouted	stayed	tigers		zero
shouting	staying	title	waited	
shows	stolen	toast	wake	
sight	stories	too	washed	
singing	stream	tortoise	waves	
sink	struck	touch	ways	
sixteen	study	tough	we'd	
sixty	stupid	tow	Wednesday	
skate	suddenly	tracks	weird	
skates	supper	trail	wheels	
skating	supposed	trails	when	
skin	surprise	trains	whether	
skip	sweet	travelled	whose	
slammed		treasure	wing	
sleeps	tank	tripped	wings	
slept	tape	Tuesday	winning	
smash	taught	tunnel	wise	
smashed	teams	turning	wishing	
someday	telephone	TV	wolves	
somewhere	telling	twenty-eight	wondered	
song	tennis	twenty-five	words	
sort	test		works	
sounded	thanked	understand	worried	
sounds	their	unless	worst	
spend	themselves	until		
splash	then	usually	yards	
spot	thin		yesterday	

Common Spellings of English Sounds

SOUND	BEGINNINGS OF WORDS	MIDDLES OF WORDS	ENDS OF WORDS
a	<i>and, aunt</i>	<i>hat, plaid, half, laugh</i>	—
ā	<i>age, aid, eight, eh</i>	<i>face, fail, straight, payment, gaol, gauge, break, vein, reign neighbor</i>	<i>say, weigh, bouquet, they, matinée, eh</i>
ä	<i>ah, almond, art</i>	<i>calm, barn, bazaar, sergeant, heart</i>	<i>baa, hurrah</i>
b	<i>bad</i>	<i>table, rabbit</i>	<i>rub, ebb</i>
ch	<i>cello, child</i>	<i>richness, watching, righteous, question, nature</i>	<i>much, catch</i>
d	<i>do</i>	<i>dodo, dodder</i>	<i>red</i>
e	<i>any, aerial, air, end</i>	<i>many, said, says, let, bread, heifer, leopard, friend, bury</i>	—
ē	<i>aeon, equal, eat, either</i>	<i>Caesar, metre, team, need, receive, people, keyhole, machine, believe, phoebe</i>	<i>algae, quay, be, flea, bee, key, pity</i>
èr	<i>ermine, early, irk, urge</i>	<i>term, learn, first, word, journey, turn, myrtle</i>	<i>deter, voyageur, fir, cur, burr</i>
f	<i>fat, phone</i>	<i>heifer, coffee, laughter, gopher</i>	<i>roof, buff, cough, lymph</i>
g	<i>go, ghost, guess</i>	<i>bogus, boggle, roguish, exact</i>	<i>bag, egg, rogue</i>
h	<i>he, who (hü), why (hwī)</i>	<i>blockhead</i>	—
i	<i>enamel, in</i>	<i>message, been, pin, sieve, women, busy, build, hymn</i>	—
ī	<i>aisle, aye, either, eye, ice</i>	<i>height, line, align, might, buying, skylark</i>	<i>aye, eye, lie, high, buy, sky, rye</i>
j	<i>gem, jam</i>	<i>badger, soldier, educate, tragic, exaggerate, enjoy</i>	<i>bridge, rage</i>
k	<i>coat, chemist, kind, quick, quay</i>	<i>record, account, echo, lucky, acquire, reeking, liquor, extra</i>	<i>back, seek</i>
l	<i>land, llama</i>	<i>only, follow</i>	<i>coal, fill</i>
m	<i>me</i>	<i>coming, climbing, summer</i>	<i>rum, comb, solemn</i>
n	<i>gnaw, knife, nut, pneumonia</i>	<i>jack-knife, miner, manner</i>	<i>man, inn</i>
ng	—	<i>ink, finger, singer</i>	<i>ring, tongue</i>

Common Spellings of English Sounds (continued)

SOUND	BEGINNINGS OF WORDS	MIDDLES OF WORDS	ENDS OF WORDS
o	<i>all, almond, auto, awful, encore, odd, aught, ought</i>	<i>watch, appal, walk, fall, taut, taught, caulk, cawed, hot, bought, calm</i>	<i>paw</i>
ō	<i>open, oats, oh, own</i>	<i>yeoman, sewn, bogus, boat, folk, brooch, soul, flown</i>	<i>beau, sew, potato, toe, oh, though, blow</i>
ô	<i>all, auto, awful, oar, order</i>	<i>appal, walk, tall, taut, taught, caulk, cawed, board, born, flooring, bought, mourn</i>	<i>paw</i>
oi	<i>oil, oyster</i>	<i>boil, boyhood</i>	<i>boy</i>
ou	<i>out, owl</i>	<i>bound, drought, howl</i>	<i>thou, bough, now</i>
p	<i>pen</i>	<i>taper, supper</i>	<i>up</i>
r	<i>run, rhythm, wrong</i>	<i>parent, hurry</i>	<i>bear, burr</i>
s	<i>cent, psalm, say, science, sword</i>	<i>decent, mason, resuscitate, massive, extra</i>	<i>nice, bogus, miss, lax</i>
sh	<i>chauffeur, schwa, she, sure</i>	<i>ocean, machine, special, insurance, conscience, nausea, tension, issue, mission, nation</i>	<i>wish, cache</i>
t	<i>ptomaine, tell, Thomas</i>	<i>later, latter, debtor</i>	<i>bit, mitt, doubt</i>
th	<i>thin</i>	<i>toothpaste</i>	<i>bath</i>
ʦH	<i>then</i>	<i>father</i>	<i>smooth, bathe</i>
u	<i>oven, up</i>	<i>come, does, flood, trouble, cup</i>	—
ù	—	<i>wolf, good, should, full</i>	—
ü	<i>ooze</i>	<i>neutral, move, manoeuvre, food, croup, rule, fruit</i>	<i>threw, shoe, caribou, through, blue</i>
yü	<i>euchre, ewe, use, you, Yule</i>	<i>beauty, feud, duty</i>	<i>queue, few, ewe, adieu, you, cue</i>
v	<i>very</i>	<i>Stephen, over</i>	<i>of, love</i>
w	<i>will, wheat</i>	<i>choir, quick, twin</i>	—
y	<i>young</i>	<i>opinion, hallelujah, canyon</i>	—
z	<i>xylophone, zero</i>	<i>raisin, discern, scissors, exact, sizing, dazzle</i>	<i>has, maze, buzz</i>
zh	—	<i>garaged, division, measure, azure</i>	<i>rouge</i>
ə	<i>alone, essential, oblige, upon</i>	<i>particular, fountain, moment, pencil, bottle, prism, button, cautious, circus, zephyr</i>	<i>sofa</i>

Mini-Dictionary

Full pronunciation key

a hat, cap	o hot, rock
ā age, face	ō open, go
ä father, far	ô order, all
	oi oil, voice
b bad, rob	ou house, out
ch child, much	
d did, red	p paper, cup
	r run, try
e let, best	s say, yes
ē equal, be	sh she, rush
èr term, learn	t tell, it
	th thin, both
f fat, if	ʔH then, smooth
g go, bag	
h he, how	u cup, butter
	ù full, put
	ü rule, move
i it, pin	
ī ice, five	v very, save
	w will, woman
j jam, enjoy	y young, yet
k kind, seek	z zero, breeze
l land, coal	zh measure, seizure
m me, am	
n no, in	
ng long, bring	ə represents:
	a in about
	e in taken
	i in pencil
	o in lemon
	u in circus

aboard

a-board (ə bôrd') on board; in or on a ship, train, bus, airplane, etc. *adv.*

ac-cel-er-a-tion (ak sel'ər ā'shən) speeding up; an increase in speed. *n.*

ad-dress (ə dres'; also ad'res for 3, 4, and 5) **1** a speech, either spoken or written: *The Prime Minister gave an address over radio and television.* **2** speak to or write to: *He will address you on the subject of war and peace. The king was addressed as 'Your Majesty.'* **3** the place to which mail is directed: *Send the letter to her business address.* **4** the writing on an envelope or package that shows where it is to be sent: *The address was hard to read.* **5** write on an envelope or package the information that shows where it is to be sent: *Please address this letter for me.* **1, 3, 4 n., 2, 5 v.**

ad-ver-tise-ment (ad'vər tīz'mənt or ad vēr'tis mənt) a public announcement or printed notice, especially one trying to persuade people to buy a product or service: *The store has an advertisement in the newspaper.* *n.*

ag-ri-cul-ture (ag'rə kul'chər) farming; the process of cultivating the soil to make crops grow; the raising of crops and farm animals. *n.*

al-ti-tude (al'tə tyüd' or al'tə tūd') **1** height: *What altitude did the airplane reach?* **2** the height above sea level: *The altitude of Banff, Alberta, is 1380 metres.* *n.*

am-bu-lance (am'byə ləns) an automobile, boat, or aircraft equipped to carry sick or wounded persons. *n.*

Arcs of circles



arc (ärk) **1** a part of a circle. **2** a curved line or path: *The football followed a graceful arc as it sailed between the goal posts.* **3** the stream of brilliant light or sparks formed as an electric current goes from one conductor to another. **4** form an arc: *The shooting star arced the heavens.* **1-3 n., 4 v. —arc'like', adj.**

ar-e-a (er'ē ə) **1** the amount of surface; the extent: *The area of this floor is 70 square metres.* **2** a region: *The Rocky Mountain area is the most mountainous in Canada.* **3** a level surface or space: *The playing area was marked off with white lines.* *n.*

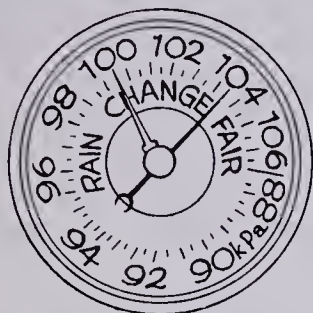
ar-my (är'mē) **1** an organized group of soldiers trained and armed for war: *British armies have fought in many lands.* **2** any group of people organized on military lines: *the Salvation Army.* **3** a very large number; a multitude: *an army of ants.* *n., pl. ar-mies.*

au-to-mo-bile (o'tə mə bēl' or ô'tə mə bēl') a passenger vehicle that carries its own engine and is

driven on roads and streets; car. *n.*

Automobile was originally a French word.

aw-ful (o'fəl or δ'fəl) 1 dreadful; causing fear: *an awful storm with thunder and lightning.* 2 impressive; deserving great respect: *the awful power of God.* 3 very bad, great, ugly, etc.: *His room was in an awful mess.* *adj.*



A barometer. A flexible box in this instrument expands or contracts with changes in air pressure and moves one of the pointers. The other pointer is set by hand and remains fixed, acting as a guide to how much the first pointer moves.

ba-rom-e-ter (bə rom'ə tər) 1 an instrument for measuring the pressure of the air and determining height above sea level: *A barometer shows probable changes in the weather.* 2 something that indicates changes: *Newspapers are often called barometers of public opinion.* *n.*

base-ment (bās'mənt) the lowest storey of a building, partly or completely below ground; cellar. *n.*

beau-ti-ful (byü'tə fəl) very pleasing to see or hear; delighting the mind or senses: *a beautiful picture, beautiful music.* *adj.* —**beau'ti-ful-ly**, *adv.*

beau-ty (byü'tē) 1 the quality that pleases in a person, flowers, music, pictures, etc.: *She had beauty as well as intelligence. There is beauty in a fine thought or act.* 2 something beautiful: *the beauties of nature.* 3 a beautiful woman. *n., pl. beau-ties.*

be-gin-ning (bi gin'ing) 1 a start: *Make a good beginning.* 1 the time when anything begins: *'In the beginning God created the heaven and the earth.'* 3 the first part: *I enjoyed this book from beginning to end.* 4 a first cause; a source; the origin: *One wrong decision was the beginning of all his misfortunes.* 5 that begins; first in order: *This is the beginning lesson of the spelling book.* 6 just starting: *a beginning student.* 1–4 *n.*, 5, 6 *adj.*

be-lieve (bi lēv') 1 think something is true or real: *We all believe that the earth is round.* 2 think somebody tells the truth: *His friends believe him.* 3 have faith; trust: *believe in God. A person has to believe in his friends.* 4 think; suppose: *I believe we are going to have a test.* *v., be-lieved, be-liev-ing.*

be-neath (bi nēth') 1 below; under; in a lower place: *What you drop will fall upon the spot beneath (adv.). The dog sat beneath the tree (prep.).* 2 unworthy of: *The proud girl thought washing dishes was beneath her.* 1 *adv.*, 1, 2 *prep.*

be-side (bi sīd') 1 by the side of; near; close to: *Grass grows beside the brook.* 2 compared with: *She seems dull beside her sister.* 3 away from; not related to: *That question is beside the point and shows that you were not listening.* 4 besides. 1–3 *prep.*, 4 *adv.*

hat, āge, fär; let, ēqual, tērm; it, īce
hot, ōpen, ōrder; oil, out; cup, pūt, rüle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ƧH, then; zh, measure

be-sides (bi sīdz') 1 also; more than that; moreover: *He didn't want to quarrel; besides he had come to enjoy himself.* 2 in addition to: *Others came to the picnic besides our own club members.* 3 other than; except: *Her mother spoke of no one besides her daughter.* 1 *adv.*, 2, 3 *prep.*

bil-lion (bil'yən) a thousand million (1 000 000 000) in Canada, the United States, and France; a million million (1 000 000 000 000) in the United Kingdom. *n., adj.*

blan-ket (blang'kit) 1 a soft, heavy covering woven from wool, cotton, or other material: *Blankets are used to keep people or animals warm.* 2 anything like a blanket: *A blanket of snow covered the ground.* 3 cover with a blanket or anything like a blanket: *The snow blanketed the ground.* 1, 2 *n.*, 3 *v.*

blond (blond) 1 light in color: *blond hair, blond furniture.* 2 having yellow or light-brown hair, blue or grey eyes, and light skin: *blond people.* 3 a man or boy having such hair, eyes, and skin. 1, 2 *adj.*, 3 *n.*

—**blond'ness**, *n.*

As a noun, **blond** is used for men and boys and **blonde** is used for women and girls. The usual form for the adjective, however, is **blond** in all cases: *a blond young man, a blond actress.*

brake¹ (brāk) 1 anything used to check speed by pressing, scraping, or rubbing against: *The brakes on a railway train press against the wheels.* 2 slow up or stop by using a brake: *to brake an automobile.* 1 *n.*, 2 *v.*, **braked**, **brak-ing**.

Brake and break are pronounced the same.

brake² (brāk) a thick growth of bushes; a thicket. *n.*

brake³ (brāk) any large fern. *n.*

brook (brük) a natural stream of water smaller than a river. *n.*

broom (brüm) 1 a brush with a long handle, used for sweeping. 2 a shrub with slender branches, small leaves, and yellow flowers. *n.*

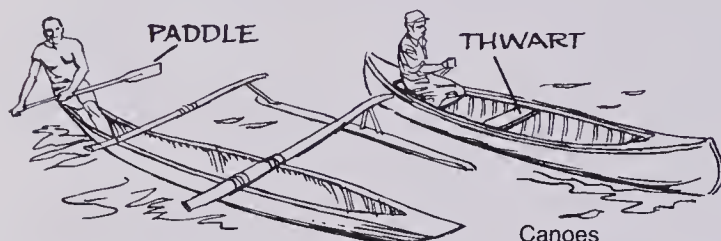
bul-let (bül'it) a piece of lead, steel, or other metal shaped to be shot from a rifle, pistol, or other small gun. *n.*

busi-ness (biz'nīs) 1 whatever one is busy at; work: *A carpenter's business is building with wood.* 2 a matter; affair: *That adventure was a bad business.* 3 trade; buying and selling: *This store does a big business.* 4 a commercial enterprise; an industrial establishment: *They sold their bakery business for \$500 000.* 5 the right to act; responsibility: *Other people's business is not your business.* *n.*

buy (bī) 1 get by paying a price: *You can buy a pencil for five cents.* 2 *Informal.* a bargain: *That book was a real buy.* 1 *v.*, **bought**, **buy-ing**; 2 *n.*

calm (kom or kām) 1 quiet; still; not stormy or windy; not stirred up: *a calm sea*. 2 peaceful; not excited: *a calm voice*. 3 quietness; stillness; absence of wind or motion. 4 the absence of excitement; peacefulness. 5 make calm; become calm: *Mother soon calmed the baby*. *The baby calmed down*. *The sea calmed*. 1, 2 adj., 3, 4 n., 5 v. —**calm**'ly, adv. —**calm**'ness, n.

Ca-na-di-an (kā nā'dē ən) 1 of or having to do with Canada or its people. 2 a person born in or living in Canada. 1 adj., 2 n.



ca-noe (kā nü') 1 a light, narrow boat having sharp ends, moved with a paddle. 2 paddle a canoe; go in a canoe. 1 n., pl. **ca-noes**; 2 v., **ca-noed**, **ca-noe-ing**.

ca-pac-i-ty (kā pas'ə tē) 1 the amount of room or space in a dish, a basket, a room, or a container of any kind: *This can has a capacity of four litres*. *This room has a seating capacity of 100 people*. 2 the ability to learn or do; the power or fitness: *A genius has a great capacity for learning*. 3 the position or relation: *He is here in the capacity of a teacher*. n., pl. **ca-pac-i-ties**.

care-ful (ker'fəl) 1 thinking what one says; watching what one does; taking pains; watchful; cautious: *Be careful to tell the truth at all times*. 2 done with thought or effort; exact: *Arithmetic requires careful work*. 3 full of care or concern; attentive: *She was careful of the feelings of others*. adj. —**care**'ful-ly, adv. —**care**'ful-ness, n.

cent (sent) a coin of Canada and the United States: *There are 100 cents in one dollar*. Symbol: ¢ n.

chance (chans) 1 an opportunity: *a chance to make some money*. 2 a possibility; probability: *There is a chance that the sick child will get well*. *The chances are against snow in May*. 3 fate; luck: *Chance led to the finding of the diamond mine*. 4 happen: *She chanced to notice a coin in the gutter*. 5 risk: *He took a chance when he swam the river*. 6 not expected; accidental: *We had a chance visit from Uncle Joe last week*. 1–3, 5 n., 4 v., **chanced**, **chanc-ing**; 6 adj.

by chance, a accidentally: *The meeting came about by chance*. b by some turn of events: *If by chance the weather clears, we can go for a swim*.

chance upon or on, happen to find or meet: *I chanced upon an old friend*.

check (chek) 1 stop suddenly: *The boys checked their steps*. 2 a sudden stop: *The message gave a check to our plans*. 3 hold back; control: *to check one's anger*. 4 any person, thing, or event that controls or holds back action: *the check on a furnace, a hockey check*. 5 examine or compare to prove true or correct: *We ought to check her statement before we condemn her*. 6 find out; investigate: *When he checked, he found the*

money was gone. 7 a test for correctness made by comparing: *My work will be a check on yours*. 8 a mark (✓) to show that something has been examined or compared, or that it is true or right: *The teacher put a check beside the correct answers*. 9 mark something examined or compared with a check: *How many answers did the teacher check as wrong?* 10 a ticket or metal piece given in return for a coat, hat, baggage, package, etc. to show ownership or the right to claim again later: *Show your baggage check when you want your trunk*. 11 leave or take for safekeeping: *check one's coat*. *The hotel checked our baggage*. 12 a written statement of the amount owed in a restaurant: *When we finished eating, Father asked the waitress for the check*. 13 a pattern made of squares: *Do you want a check or a stripe for your new dress?* 14 a single one of these squares: *The checks are small in this pattern*. 15 See **cheque**. 1, 3, 5, 6, 9, 11 v., 2, 4, 7, 8, 10, 12–15 n.

Check and cheque are pronounced the same.

cheque or check (chek) 1 a written order for a bank to take money from the account of the signer and pay it to the person or company named: *Father pays most of his bills by cheque*. 2 a blank form on which to write such an order: *He had two cheques left in his cheque book*. n.

child (child) 1 baby. 2 a young boy or girl, especially one up to the early or mid teens. 3 a son or daughter: *There are three children in the Rico family*. n., pl. **chil-dren**.

cir-cum-fer-ence (sər kum'fər əns) 1 the boundary line of a circle: *Every point in the circumference of a circle is at the same distance from the centre*. See **circle** for picture. 2 the length of this line. 3 the distance around: *The big tree had a circumference of three metres*. n.

clear (klēr) 1 not cloudy, misty, or hazy; bright; light: *A clear sky is free from clouds*. 2 easy to see through; transparent: *clear glass*. 3 easily heard, seen, or understood; plain; distinct: *There is a clear view of the sea from that hill*. *He told a clear story*. 4 sure; certain: *It is clear that it is going to rain*. 5 make clean and free; get clear: *He will clear the land of trees*. 6 become clear: *It soon cleared after the thunder shower*. 7 in a clean manner; clearly; distinctly; entirely: *The bullet went clear through the door*. 8 get over or by without touching: *The jumper cleared the hurdle*. 1–4 adj., 5, 6, 8 v., 7 adv. —**clear**'ly, adv. —**clear**'ness, n.

cli-mate (klī'mit) 1 the kind of weather a place has over a period of years: *Climate includes conditions of heat and cold, moisture and dryness, clearness and cloudiness, wind and calm*. 2 a region with certain conditions of heat and cold, rainfall, wind, sunlight, etc.: *The doctor ordered him to go to a drier climate*. n.

code (kōd) 1 a collection of the laws of a country. 2 any set of rules: *A traffic code contains rules for driving*. 3 an arrangement of words or figures to keep a message short or secret; a system of secret writing. 4 a system of signals for sending messages by telegraph, flags, etc.: *Combinations of long and short sounds stand for letters in the code used in telegraphy*. 5 change or

translate into a code; encode. 1–4 *n.*, 5 *v.*, **cod-ed**, **cod-ing**.

col-li-sion (kə lɪz'hən) 1 a violent rushing against; hitting or striking hard together: *Eight people were killed in the automobile collision.* 2 a clash; conflict: *a collision of ideas.* *n.*

com-fort-a-ble (kum'fər tə bəl) 1 giving a feeling of ease: *A soft, warm bed is comfortable.* 2 in comfort; at ease; free from pain or hardship: *The warm fire made him feel comfortable after a cold day outdoors.* *adj.*
—**com'fort-a-bly**, *adv.*

com-merce (kom'ərs) trade; buying and selling in large amounts between different places. *n.*

con-stel-la-tion (kon'stə lā'shən) a set or group of stars: *The Big Dipper is the easiest constellation to find.* *n.*

con-sti-tu-tion (kon'stə tyü'shən or kon'stə tü'shən) 1 a person's physical or mental nature or make-up: *He has a very healthy constitution.* 2 the way in which anything is organized; the structure. 3 the fundamental principles according to which a country, a state, or a society is governed: *Many clubs have written constitutions. In Canada the British North America Act of 1867 is the basis of the written constitution.* *n.*

con-sum-er (kən süm'ər or kən syüm'ər) a person who uses food, clothing, or anything grown or made by producers: *A low price for wheat should reduce the price of flour to the consumer.* *n.*

con-tam-i-nate (kən tam'ə nāt') make impure; defile; pollute; corrupt: *Flies contaminate food.* *v.*, **con-tam-i-nat-ed**, **con-tam-i-nat-ing**.

con-test (kon'test for 1, kən test' for 2) 1 a trial of skill to see who will win: *A game or race is a contest.* 2 to dispute; struggle against; fight: *He promised to contest the court's unfavorable decision.* 1 *n.*, 2 *v.*

cot-tage (kot'ij) 1 a house at a summer resort. 2 a small house. *n.*

count (kount) 1 name numbers in order: *The child can count to ten.* 2 add up; find the number of: *He counted the books and found there were fifty.* 3 an adding up; a finding out how many: *A count showed that more than 5000 votes had been cast.* 4 the total number; amount: *The exact count was 5170.* 5 include in counting; take account of: *Let's not count that game.* 6 be included in counting or consideration: *Your first trial is only for practice; it won't count.* 7 have an influence; be of account or value: *All our tests and projects count toward our final grade.* 8 consider: *He counts himself fortunate in having good health.* 1, 2, 5–8 *v.*, 3, 4 *n.*

coun-try (kun'trē) 1 the land; a region: *The hill country to the north was rough and mountainous.* 2 a nation; state: *the country of France.* 3 the land where a person was born or is living: *In my own country the customs are very different.* 4 the people of a country: *All the country loved the king.* 5 land without many houses, such as wild, open land or farmland: *He likes the country better than the city.* 6 of or in the country as opposed to the city: *He likes country food and country air.* 1–5 *n.*, *pl. coun-tries*; 6 *adj.*

hat, āge, fār; let, ēqual, tērm; it, īce
hot, ōpen, ōrder; oil, out; cup, pūt, rüle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ƧH, then; zh, measure

cov-er (kuv'ər) 1 put something over or around so as to protect, keep warm, hide, etc.: *Pull the blind to cover the window. He covered the sleeping child with his coat.* 2 be over; occupy the surface of; spread over: *Snow covered the ground.* 3 anything that protects or hides: *She always puts covers on her school books.* 4 hide: *The burglar was careful to cover his tracks.* 5 protection; shelter: *We took cover in an old cabin during the storm. The soldiers attacked under cover of darkness.* 6 go or travel over: *We covered over 400 kilometres on the first day of our trip.* 7 include; take in: *This book covers the year's work in spelling.* 8 report or photograph events, meetings, etc.: *He covered the meetings of city council.* 9 be enough for; provide for: *I had enough money to cover the cost of an ice-cream cone for each of us.* 10 stand behind; support: *The shortstop covered the second baseman in case the ball got by him.* 11 aim at in a threatening way: *One robber covered the cashier with a pistol while the other emptied the money drawer.* 1, 2, 4, 6–11 *v.*, 3, 5 *n.*



A coyote — about 45 cm high at the shoulder

coy-o-te (kī ō'tē, kī'ōt, or kī'üt) a North American wild animal related to the dog, having yellow or yellowish-grey fur and noted for the way it howls at night: *Coyotes are found mostly on the Prairies, and eat gophers, rats, rabbits, etc.* *n.*, *pl. coy-o-tes* or *coy-o-te*.

cra-zy (krā'zē) 1 having a diseased mind; insane: *That crazy man thought he was Napoleon.* 2 *Informal.* very eager or enthusiastic: *She is so crazy about cats that she brings home every stray she finds.* 3 not strong or sound; shaky: *That crazy bridge ought to be repaired.* *adj.*, **cra-zi-er**, **cra-zi-est**.

crea-ture (krē'chər) any living person or animal. *n.*

cul-tur-al (kul'chər əl) of or having to do with culture: *Literature, art, and music are cultural studies.* *adj.*

cul-ture (kul'chər) 1 refinement of feelings, thoughts, manners, etc. 2 the customs and arts of a nation or people at a certain time: *She spoke on the culture of the ancient Vikings and that of the present-day Norwegians.* 3 the development of the mind or body by training,

education, etc. 4 the preparation of land and production of crops. 5 proper care given to the production of bees, fish, silkworms, viruses, etc.: *An understanding of bee culture is necessary for the production of the best honey.* 6 a growth of viruses, bacteria, etc. in a special solution for scientific study or for use as a medicine. *n.*

cus·tom (kus'təm) 1 any usual action: *It was his custom to rise early.* 2 a long-established habit that has almost the force of law: *He found it hard to adjust to the customs of his new country.* 3 for a special order: *Custom clothes are made specially, according to the order of one individual.* 4 customs, *pl.* a taxes paid to the government on things brought in from a foreign country. *b* the office at a seaport, airport, or border-crossing point where imported goods are checked. 5 the regular business given by a customer: *That store would like to have your custom.* 1, 2, 4, 5 *n.*, 3 *adj.*

dan·ger·ous (dān'jər əs) likely to cause harm; not safe; risky: *The road around the mountain is dangerous.* *adj.*

de·cid·ed (di sīd'id) 1 definite; unquestionable: *The home team had a decided advantage.* 2 resolute; firm; determined: *Tom was a very decided person.* *adj.*
—**de·cid'ed·ly**, *adv.*

de·li·cious (di lish'əs) very pleasing or satisfying; delightful, especially to taste or smell: *a delicious cake.* *adj.* —**de·li'cious·ly**, *adv.*

den·si·ty (den'sə tē) 1 closeness; compactness; thickness: *The density of the forest prevented us from seeing more than a little way ahead.* 2 the amount of matter in a particular unit of volume: *A cubic metre of lead has more mass than a cubic metre of wood, so we say lead has a greater density than wood.* *n.*

de·part·ment (di pärt'mənt) a separate part of some whole; special branch; division: *the toy department of a store, the fire department of a municipal government.* *n.*

di·a·gram (dī'ə gram') 1 a drawing or sketch showing important parts of a thing: *A diagram may be an outline, a plan, a drawing, a figure, a chart, or a combination of any of these, made to show clearly what a thing is or how it works. A plan of a house or a steamship is a diagram.* 2 put on paper, a blackboard, etc. in the form of a drawing or sketch; make a diagram of. 1 *n.*, 2 *v.*

di·men·sion (di men'shən or dī men'shən) 1 the measurement of length, breadth, or thickness: *The dimensions of my room are 4.2 metres by 3.1 metres.* 2 the size; extent: *It was a building of considerable dimensions.* *n.*

dive (dīv) 1 plunge headfirst into the water. 2 the act of diving. 3 a downward plunge of an airplane. 4 to plunge the body, the hand, or the mind suddenly into anything: *He dived into his pocket and fished out a dollar.* 1, 4 *v.*, **dived** or **dove**, **dived**, **div·ing**; 2, 3 *n.*

■ **Dived** and **dove** are both used for the past tense of **dive**, though **dived** seems to be more widely preferred in writing and in formal English.

earth·quake (ərth'kwāk') a shaking or sliding of the ground, caused by changes far beneath the earth's surface. *n.*

ē·clipse (ē klips') 1 a complete or partial darkening of the sun or the moon: *An eclipse of the sun occurs when the moon passes between the earth and the sun. An eclipse of the moon occurs when the earth passes between the sun and the moon, thus leaving the moon in shadow.* 2 cut off the light from, and so make invisible; darken. 3 a loss of importance or reputation; failure for a time: *The boxer has suffered an eclipse.* 4 shine much more brightly than; cast into the shade; surpass: *In sports he quite eclipsed his older brother.* 1, 3 *n.*, 2, 4 *v.*, **e·clipsed**, **e·clips·ing**.

—**ed** a suffix meaning: 1 that the action referred to has already taken place: *He worked all day yesterday.* 2 having or supplied with, as in *bearded, pale-faced, tender-hearted.* 3 having the characteristics of, as in *honeyed.*

ed·u·ca·tion (ej'ù kā'shən) 1 schooling; teaching: *In Canada, public schools offer an education to all children.* 2 the knowledge and abilities gained through training: *A person with education knows how to speak, write, and read well.* *n.*

el·e·va·tor (el'ə vā'tər) 1 anything that raises or lifts up. 2 a machine for carrying people or freight up and down in a building. 3 a building for storing grain: *Elevators are a familiar sight on the prairies.* 4 a hinged piece on the tail of an aircraft that is raised or lowered to make the machine go upward or downward. *n.*

en·gine (en'jən) 1 a machine for applying power to some work, especially a machine that can start others moving. 2 the machine that pulls a railway train; locomotive. 3 anything that is used to bring about a result; machine; instrument: *Those big guns are engines of war.* *n.*

en·joy (en joi') 1 have or use with joy; be happy with; take pleasure in: *We enjoyed our visit to the museum.* 2 have as an advantage or benefit: *He enjoys good health.* *v.*

ē·nough (i nuf') 1 as many as needed: *Are there enough seats for all?* 2 as much as is wanted or needed: *Has he had enough to eat?* 3 sufficiently; until no more is needed or wanted: *Have you played enough?* 1 *adj.*, 2 *n.*, 3 *adv.*

ē·qua·tion (i kwā'zhən) a mathematical statement that two quantities are equal. *Example:* $4 + 5 = 9$. *n.*

ē·qui·lat·er·al (ē'kwə lat'ər əl) having all sides equal: *In an equilateral triangle all three sides are the same length and all three angles are the same.* *adj.*

ē·quip·ment (i kwip'mənt) 1 a fitting out or providing. 2 what one is equipped with; an outfit: *A soldier must keep his equipment in order.* *n.*

es·cape (es kăp') 1 get free; get out and away: *The soldier escaped from the enemy's prison.* 2 keep free or safe from: *We all escaped the measles.* 3 the act of escaping. 4 a way of escaping: *There was no escape from the trap.* 1, 2 *v.*, **es·caped**, **es·cap·ing**; 3, 4 *n.*

es-pe-cial-ly (es pesh'əl ē) particularly; principally; chiefly: *This paint is especially designed for use outdoors.* *adv.*

-est a suffix used with some adjectives and adverbs to mean 'most': *Warmest means the most warm. Slowest means the most slow.*

es-ti-mate (es'tə mit for 1 and 3, es'tə māt' for 2 and 4) 1 a judgment or opinion as to how much, how many, how good, etc.: *His estimate of the length of the fish was 40 centimetres.* 2 form a judgment or an opinion: *She estimated it would take four hours to weed the garden.* 3 a statement of what certain work will cost, made by one willing to do the work: *The painter's estimate for painting the house was \$600.* 4 fix the worth, size, amount, etc., especially in a rough way; calculate approximately. 1, 3 *n.*, 2, 4 *v.*, *es-ti-mat-ed*, *es-ti-mat-ing*.

ex-cite (ek sīt') 1 stir up the feelings of: *The news of war excited everybody.* 2 arouse: *His new jacket excited envy among the other boys.* 3 stir to action: *If you do not excite the dog, he will stay quiet.* *v.*, *ex-cit-ed*, *ex-cit-ing*.

ex-claim (eks klām') cry out; speak suddenly in surprise, strong feeling, etc.: *'Here you are at last!' exclaimed his mother.* *v.*

ex-per-i-ment (eks per'ə ment' for 1, eks per'ə mēnt for 2) 1 try in order to find out; make trials or tests: *A baby experiments with his hands. That man is experimenting with dyes to get the color he wants.* 2 a trial or test to find out something: *a cooking experiment. Scientists test theories by experiment.* 1 *v.*, 2 *n.*

fan-ta-sy (fan'tə sē) 1 the imagination; the play of the mind: *Fantasy accounts for many dreams.* 2 a picture in the mind. 3 wild imagining; fanciful thinking: *Spaceships were once thought to be pure fantasy.* 4 a wild, strange fancy; a fanciful idea: *The boy lived with many fantasies.* *n.*, *pl. fan-ta-sies.*



A fawn of a white-tailed deer

fawn¹ (fon or fōn) 1 a deer less than a year old. 2 light, yellowish brown: *She was wearing a fawn coat.* 1, 2 *n.*, 2 *adj.*

Fawn and **faun** are pronounced the same.

fawn² (fon or fōn) 1 try to win favor or attention by flattery or slavish acts: *Many flattering relatives fawned on the rich old man.* 2 of dogs, etc., show fondness by crouching, wagging the tail, licking the hand, etc. *v.*

fed (fed) See **feed**. *We fed the birds yesterday. Have they been fed today?* *v.*

fed-er-al (fed'ər əl) 1 of the central government of Canada, not of any province or city alone: *Delivering*

hat, āge, fār; let, ēqual, tērm; it, Ice
hot, ōpen, ōrder; oil, out; cup, pūt, rŭle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ʦH, then; zh, measure

mail is a federal responsibility. 2 formed by an agreement between groups, provinces, states, etc.: *Canada and the United States both became nations by federal union.* *adj.*

feed (fēd) 1 give food to: *We feed a baby because he cannot feed himself.* 2 give as food to: *Feed this grain to the chickens.* 3 eat: *We put cows to feed in the pasture.* 4 food for animals: *Give the chickens their feed.* 5 supply with material: *The stokers fed coal to the furnaces.* 1–3, 5 *v.*, *fed*, *feed-ing*; 4 *n.*

feu-dal (fyü'dəl) of or having to do with feudalism. *adj.*

feu-dal-ism (fyü'dəl iz'əm) a system under which military and other service was given to a lord in return for his protection and the use of his land and property: *Feudalism was the main system of Western Europe in the Middle Ages.* *n.*

fi-nal-ly (fi'nəl ē) at the end; at last: *The lost dog finally came home.* *adv.*

for-ev-er (fər ev'ər) 1 without ever coming to an end; for ever. 2 always; all the time: *That woman is forever talking.* *adv.*

for-mu-la (fôr'myə lə) 1 a recipe; prescription: *a formula for making soap.* 2 a mixture, especially one for feeding a baby, made according to a recipe or prescription. *n.*

for-ward (fôr'wərd) 1 onward; ahead: *Forward, march!* 2 to the front: *come forward (adv.), the forward part of a ship (adj.).* 3 advanced: *a child forward for his years.* 4 help on: *He did all he could to forward his friend's plans.* 5 send on farther: *to forward a letter.* 6 ready; eager: *He knew his lesson and was forward with his answers.* 7 pert; bold: *It is rude to be so forward.* 1, 2 *adv.*, 2, 3, 6, 7 *adj.*, 4, 5 *v.*

friend-ly (frend'lē) 1 of a friend: *a friendly greeting.* 2 like a friend; like a friend's. 3 on good terms: *friendly relations between countries.* 4 wanting to be a friend: *a friendly dog.* 5 favoring; favorable: *a friendly breeze.* *adj.*, *friend-li-er*, *friend-li-est*. —*friend'li-ness*, *n.*

fright (frit) 1 sudden fear; sudden terror: *The boy was pale with fright when he was rescued from the top of the cliff.* 2 *Informal.* a person or thing that is ugly, shocking, or ridiculous: *She looked a fright in that hat.* *n.*

-ful a suffix meaning: 1 full of ____: *Cheerful means full of cheer.* 2 showing ____: *Careful means showing care.* 3 enough to fill a ____: *A cupful means enough to fill a cup.*

fur-ni-ture (fēr'nə chər) the articles needed in a house or room, such as chairs, tables, beds, desks, etc. *n.*

ga·rage (gə rāzh', gə raj' or gə razh') 1 a place for keeping automobiles. 2 a shop for repairing automobiles. *n.*



Gears:

A, to change the speed of axle rotation

B, with angled teeth to run more quietly

C, to change the direction of rotation

gear (gēr) 1 a wheel having teeth that fit into teeth in another wheel; wheels turning one another by teeth. 2 one of several sets of gears to which a motor may be connected: *top gear, reverse gear. An automobile in low gear moves slowly, but strongly.* 3 any arrangement of gears or moving parts; machinery: *the steering gear of a car.* 4 equipment needed for some purpose, such as harness, tools, clothing, or household goods: *He took his fishing gear on the holiday trip.* 5 adjust; adapt: *The steel industry was geared to the needs of war.* 1–4 *n.*, 5 *v.*

gen·tly (jen'tlē) 1 in a gentle way; tenderly; softly. 2 gradually: *a gentle sloping hillside.* *adv.*

gold·fish (göld'fish') a small fish of a golden color kept in garden pools or in glass bowls indoors. *n., pl. gold-fish or gold-fish-es.*

go·ril·la (gə ril'ə) the largest and most powerful ape: *The gorilla is found in the forests of central Africa.* *n.*

grain (grān) 1 the seed of plants like wheat, oats, and corn. 2 the plants that these seeds or seedlike fruits grow on: *The farmer was busy cutting his grain.* 3 one of the tiny bits of which sand, sugar, salt, etc. are made up: *A few grains of sugar lay on the table.* 4 a very small weight about the same as 0.06 grams: *A pound equals 7000 grains.* 5 the smallest possible amount; tiniest bit: *a grain of truth.* 6 the little lines and markings in wood, marble, etc.; the arrangement of the particles of anything: *Mahogany has a fine grain.* 7 natural character; disposition: *Laziness was against the grain for her.* *n.*

group (grüp) 1 a number of persons or things together: *A group of children were playing tag.* 2 form into a group: *The children grouped themselves in front of the monkey's cage.* 3 bring together; arrange in a group: *She grouped the tulips in one vase, the roses in another.* 1 *n.*, 2, 3 *v.*

guard (gärd) 1 watch over; take care of; keep safe: *The dog guards the house.* 2 defend: *The goalie guards the goal.* 3 keep from escaping: *The soldiers guarded the prisoners day and night.* 4 check; hold back; keep under control: *Guard your tongue.* 5 something that guards; any safety device: *A guard was placed in front of the fire.* 6 a person or group that guards. 7 a position of defence in boxing or fencing. 8 a careful watch: *A soldier kept guard over the prisoners.* 9 a player on either side of the centre in rugby football. 10 either of the two players serving as defencemen in basketball. 1–4 *v.*, 5–10 *n.*

guide (gīd) 1 show the way; lead; direct: *The Indian guided the hunters.* 2 a person or thing that shows the way: *Tourists and hunters sometimes hire guides. Your feelings are often a poor guide for actions and beliefs.* 3 guidebook. 4 Girl Guide. 1 *v.*, *guid-ed, guid-ing*; 2–4 *n.*

gym (jim) gymnasium. *n.*

hap·pen·ing (hap'ən ing) an event; occurrence; anything that happens. *n.*

hard·ly (hārd'lē) 1 only just; barely: *We hardly had time to eat breakfast.* 2 not quite; not altogether: *He may have exaggerated, but it is hardly fair to call him a liar.* 3 most probably not: *They will hardly come in all this rain.* *adv.*

Hardly and scarcely are treated as negatives and so should not have another negative with them. *The film showed hardly nothing that was new to us should be The film showed hardly anything that was new to us. I didn't scarcely have enough money should be I scarcely had enough money.*

hare (her) an animal with long ears, a divided upper lip, a short tail, and long hind legs: *A hare is very much like a rabbit, but larger.* *n.*

Hare and hair are pronounced the same.

head·ing (hed'ing) 1 the part forming the head, top, or front. 2 something written or printed at the top of a page. 3 the title of a page, chapter, etc.; topic. *n.*

help (help) 1 aid: *I need some help with my work.* 2 assist or aid: *Father sometimes helps with the housework.* 3 a means of making better: *The medicine was a help.* 4 make better: *The doctor helped my sore throat.* 5 give food to; serve with food: *Help your aunt to milk and sugar, please.* 6 avoid; keep from: *He cannot help going to sleep.* 7 being helped: *The dying woman was beyond help.* 8 one or more employees: *The storekeeper treats his help well.* 1, 3, 7, 8 *n.*, 2, 4–6 *v.* —*help'er, n.*

help yourself, do what you wish, take what you wish, etc.: *Help yourself until I am ready to go.*

hem·i·sphere (hem'ə sfēr') 1 half of a sphere or globe. 2 half of the earth's surface: *North and South America are in the Western Hemisphere; Europe, Asia, and Africa are in the Eastern Hemisphere. All the countries north of the equator are in the Northern Hemisphere.* *n.*

he·red·i·ty (hə red'ə tē) 1 the passing down of physical and mental qualities from parents to children: *His blue eyes are a result of heredity.* 2 the qualities that have been passed down to a child from its parents. *n.*

his·to·ry (his'tə rē or his'trē) 1 a statement of what has happened. 2 the story of a person or a nation: *the history of Canada.* 3 a known past: *This ship has an interesting history.* *n., pl. his-to-ries.*

hob·by (hob'ē) something a person especially likes to work at or to study but which is not his main business: *Growing roses is our doctor's hobby.* *n., pl. hob-bies.*

home-work (hōm'wèrk') 1 a lesson or lessons to be studied or prepared outside the classroom. 2 any work done at home. *n.*

hook (hūk) 1 a piece of metal, wood, or other stiff material, curved or having a sharp angle for catching, holding, or fastening something or for hanging things on: *a fish hook, a clothes hook.* 2 catch or take hold of with a hook: *hook a fish.* 3 fasten with a hook or hooks: *Please hook the gate. Will you hook my dress for me?* 4 make something by using a hook: *Grandma used canvas and strips of cloth to hook the rug in my bedroom.* 5 anything curved or bent like a hook: *A reaping hook is a large, curved knife for cutting down grass or grain.* 6 a sharp bend: *a hook in a river.* 1, 5, 6 *n.*, 2-4 *v.*

by hook or by crook, in any way at all; by fair means or foul.

hook up, connect an electric light or appliance; arrange and connect the parts of a radio set, telephone, etc.

hu-mid-i-ty (hyū mid'ə tē) 1 moistness; dampness: *The humidity today is worse than the heat.* 2 the amount of moisture in the air: *The humidity is high today.* *n.*

i-mag-i-ne (i maj'ən) 1 picture in one's mind; form an image or idea of: *The girl likes to imagine herself an actress.* 2 suppose; guess: *I cannot imagine what you mean.* *v.*, **i-mag-ined**, **i-mag-in-ing**.

im-por-tant (im pōr'tənt) 1 meaning much; having value or influence: *important business, an important occasion.* 2 having social position or influence: *The mayor is an important man in our town.* 3 acting as if important; self-important; seeming to have influence: *He ran around giving orders in an important manner.* *adj.* —**im-por'tant-ly**, *adv.*

in-for-ma-tion (in'fər mǎ'shən) 1 knowledge; facts; news: *A dictionary gives information about words. The general sent the people information of his victory.* 2 an informing: *This guidebook is for the information of travellers.* *n.*

in-hab-it-ant (in hab'ə tənt) a person or animal that lives in a place: *Our town has almost 5000 inhabitants.* *n.*

in-su-late (in'sə lāt') 1 keep from losing or transferring electricity, heat, sound, etc., especially by covering, packing, or surrounding with a material that does not conduct electricity, heat, etc.: *Telephone wires are often insulated by a covering of rubber.* 2 pack with material that will not burn, so as to prevent the spread of fire: *The builder insulated the wall between the garage and the house.* 3 set apart; separate from others; isolate. *v.*, **in-su-lat-ed**, **in-su-lat-ing**.

in-ter-est-ed (in'tris təd, in'tər is təd, or in'tər es'təd) 1 feeling or showing interest: *an interested spectator.* 2 having an interest or share. *adj.*

☛ The adjective interested has two opposites.

Uninterested is just its negative and means 'having no feeling about a matter': *He was uninterested in the outcome of the game.* Disinterested means 'free

hat, âge, fär; let, ĕqual, tĕrm; it, ĭce
hot, ōpen, ōrder; oil, out; cup, pūt, rŭle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ƿH, then; zh, measure

from selfish motives; impartial; fair': *A disinterested onlooker offered to referee the game.*

in-ter-sect (in'tər sekt') 1 cut or divide by passing through or crossing: *A path intersects the field.* 2 cross each other: *Streets usually intersect at right angles.* *v.*

in-vite (in vīt') 1 ask someone politely to come to some place or to do something: *He invited his friends to the party. We invited her to join our club.* 2 make a polite request for: *She invited our opinion of her story.* 3 give a chance for; tend to cause: *The letter invites some questions. Carelessness invites trouble.* 4 attract; tempt: *The calm water invited us to swim.* *v.*, **in-vit-ed**, **in-vit-ing**.

jack-et (jak'it) 1 a short coat. 2 an outer covering: *a book jacket.* *n.*

join (join) 1 bring or put together; connect, fasten, or clasp together: *to join hands, to join an island to the mainland by a bridge, to join two points.* 2 come together; meet: *The two roads join here. The stream joins the river just below the mill.* 3 unite; make or become one: *to join in marriage.* 4 take part with others: *to join in a song.* 5 become a member of: *He joined a boys' club. My uncle has joined the army.* 6 take or return to one's place in: *After a few days on shore the sailor joined his ship.* *v.*

joke (jōk) 1 something said or done to make somebody laugh; something funny; jest. 2 make jokes; say or do something as a joke; jest. 3 a person or thing laughed at. 1, 3 *n.*, 2 *v.*, **joked**, **jok-ing**.

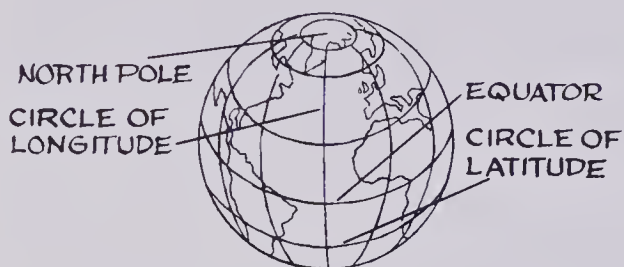
joy (joi) 1 a strong feeling of pleasure; gladness; happiness: *He jumped for joy when he saw the notice announcing the circus.* 2 something that causes gladness or happiness: *On a hot day, a cool swim is a joy.* *n.*

kick (kik) 1 strike out with the foot: *This horse kicks.* 2 strike with the foot: *My brother kicked me.* 3 drive, force, or move by kicking: *to kick a ball along the ground, to kick off one's shoes, to kick up dust.* 4 a blow with the foot: *The horse's kick knocked the boy down.* 5 the recoil or backward motion of a gun when it is fired. 6 spring back when fired; recoil: *This shotgun kicks.* 7 Informal. grumble; find fault. 8 Slang. thrill; excitement: *He gets a kick out of gambling.* 1-3, 6, 7 *v.*, 4, 5, 8 *n.*

kill (kil) 1 put to death; cause the death of: *The blow from the axe killed him.* 2 the act of killing. 3 the animal killed. 4 put an end to; get rid of; destroy: *to kill odors, to kill rumors, to kill faith.* 5 use up time:

We killed an hour at the zoo. 6 *Informal.* overcome completely: *My sore foot is killing me. His jokes really kill me.* 1, 4-6 *v.*, 2, 3 *n.* —kill'er, *n.*

knock (nɒk) 1 give a hard blow or blows to with the fist, knuckles, or anything hard; hit: *She knocked him on the head.* 2 a hit: *The hard knock made her cry.* 3 hit and cause to fall: *Mark ran against another boy and knocked him down.* 4 make a noise by hitting: *She knocked on the door.* 5 the sound of knocking: *The knock on the door made us all jump with surprise.* 6 a thumping or rattling sound in an engine: *We learned that the knock was caused by loose parts.* 7 make a noise, especially a rattling or pounding noise: *That engine knocks.* 1, 3, 4, 7 *v.*, 2, 5, 6 *n.*



lat-i-tude (lat'ə tyüd' or lat'ə tüd') 1 the distance north or south of the equator, measured in degrees: *On maps, lines parallel to the equator represent latitudes.* 2 a place or region having a certain latitude: *Polar bears live in the cold latitudes.* 3 room to act or think; freedom from narrow rules: *Their parents gave them a great deal of latitude in choosing their clothes.* *n.*

lawn¹ (lon or lɒn) land covered with grass kept closely cut, especially near or around a house. *n.*

lawn² (lon or lɒn) a kind of fine linen or cotton cloth. *n.*

lead¹ (lēd) 1 show the way by going along with or in front of: *He led the horses to water.* 2 be first among: *She leads the class in spelling.* 3 guidance or direction; example: *Many scientists followed the lead of his research.* 4 guide or direct in action, policy, opinion, etc.; influence; persuade: *Such actions lead us to distrust them.* 5 be a way or road: *Hard work leads to success.* 6 pass or spend time in some special way: *He leads a quiet life in the country.* 7 go first; begin a game or other activity: *You may lead this time.* 8 be chief of; command; direct: *A general leads an army. A woman led the singing.* 9 the place of leader; the place in front: *He always takes the lead when we plan to do anything.* 10 the right to go or play first: *It is your lead this time.* 11 the principal part in a play, film, etc. 12 the amount that one is ahead: *He had a lead of three metres at the halfway mark.* 13 a guiding indication; clue: *He was not sure where to look for the information, but the librarian gave him some good leads.* 1, 2, 4-8 *v.*, led, lead-ing; 3, 9-13 *n.*

lead² (led) 1 a soft, heavy, bluish-grey metal: *Lead is used to make sinkers for fishing lines.* 2 made of lead: *lead pipe.* 3 something made of lead. 4 bullets; shot: *a hail of lead.* 5 a long, thin piece of graphite or other

substance in or for a pencil. 6 a weight on a line used to find out the depth of water; plumb. 1, 3-6 *n.*, 2 *adj.* —Lead² and led are pronounced the same.

lie¹ (li) 1 something said that is not true; something that is not true said to deceive: *Saying his friend stole it was a lie.* 2 speak falsely; tell a lie: *He says that he has never lied, but I think he is lying when he says it.* 1 *n.*, 2 *v.*, lied, ly-ing.

—Lie and lye are pronounced the same.

lie² (li) 1 have one's body in a flat position along the ground or other surface: *to lie on the grass, to lie in bed.* 2 rest on a surface: *The book was lying on the table.* 3 be kept or stay in a given state: *to lie idle, to lie hidden, to lie unused.* 4 be; be placed: *land that lies high, a road that lies among trees, a ship lying offshore at anchor. The lake lies to the south of us.* 5 exist; be found to be: *The cure for ignorance lies in education.* *v.*, lay, lain, ly-ing.

lig-a-ment (lig'ə mɛnt) a band of strong tissue that connects bones or holds parts of the body in place. *n.*

lis-ten (lis'ən) 1 try to hear; attend so as to hear: *She listened for the sound of a car. I like to listen to music.* 2 give heed to advice, temptation, etc.; pay attention: *I don't know how to repair it because I did not listen.* *v.* —lis'ten-er, *n.*

long-i-tude (lon'jə tyüd' or lon'jə tüd', long'gə tyüd' or long'gə tüd') a distance east or west on the earth's surface, measured in degrees: *On maps, lines running between the North and South Poles represent longitudes.* See latitude for picture. *n.*

loose (lūs) 1 not firmly set or fastened: *a loose tooth, a loose thread.* 2 not tight: *loose clothing.* 3 not bound together: *loose papers.* 4 not put up in a box, can, etc.: *loose coffee.* 5 free; not shut in or up: *We leave the dog loose at night.* 6 not close or solid; having spaces: *cloth with a loose weave.* 7 not strict or exact: *a loose account of the accident.* 8 with little control or restraint: *loose conduct, a loose character.* 9 set free; let go: *They loosed the prisoners.* 10 make loose; untie; unfasten: *to loose a knot.* 1-8 *adj.*, loos-er, loos-est; 9, 10 *v.*, loosed, loos-ing. —loose'ly, *adv.*

lose (lüz) 1 not have any longer; have taken away from one by accident, carelessness, parting, death, etc.: *to lose one's life, to lose a limb, a father, or a friend.* 2 be unable to find: *to lose one's way, to lose a book.* 3 fail to keep or maintain; cease to have: *lose patience, lose all fear.* 4 miss; fail to get, catch, see, hear, or understand: *lose a train, to lose a few words of what was said.* 5 be or become worse off in money, in numbers, etc.: *The army lost heavily in the battle.* 6 fail to win: *to lose the prize.* 7 be defeated: *Our team lost.* 8 bring to destruction; ruin: *The ship and its crew were lost.* 9 waste; spend or let go by without any result: *to lose time waiting, to lose a chance.* 10 cause to lose: *That one act lost him his job.* 11 of a timepiece, run slow: *That clock loses five minutes a day.* *v.*, lost, los-ing. —los'er, *n.*

luck-i-ly (luk'ə lē) by good luck; fortunately. *adv.*

—ly¹ a suffix meaning in a ____ way or manner:

Cheerfully means in a cheerful way. Slightly means in a slight manner.

-ly² a suffix meaning: 1 like a ____: *Ghostly means like a ghost.* 2 like that of a ____: *Brotherly means like that of a brother.* 3 of each or every ____: *Daily means of every day.*

ly-ing¹ (lī'ing) 1 the telling of a lie; the habit of telling lies. 2 false; not truthful: *a lying report.* 3 See *lie*¹. 1 *n.*, 2 *adj.*, 3 *v.*

ly-ing² (lī'ing) See *lie*². *I'm lying down.* *v.*

man-age (man'ij) 1 control; conduct; handle; direct: *A good rider manages his horse well. They hired a man to manage the business.* 2 succeed in doing something: *I managed to get the job done.* 3 get along: *We managed on very little money.* *v.*, **man-aged**, **man-aging**.

meet-ing (mēt'ing) 1 coming together: *He looked forward to the meeting with his uncle.* 2 an assembly of persons for worship: *a prayer meeting.* 3 any assembly: *Our club held a meeting.* 4 the place where things meet: *a meeting of roads.* *n.*

-ment a suffix meaning: 1 the act of ____ing: *Enjoyment means the act of enjoying.* 2 the state of being ____ed: *Amazement means the state of being amazed.* 3 the product or result of ____ing: *Pavement means the result of paving.* 4 the thing that ____s: *Inducement means the thing that induces.*

me-rid-i-an (mə rid'ē ən) 1 an imaginary circle passing through any place on the earth's surface and through the North and South Poles. 2 the half of such a circle from pole to pole: *All the places on the same meridian have the same longitude.* 3 the highest point that the sun or any star reaches in the sky. 4 the highest point; the time of greatest success and happiness: *The meridian of life is the prime of life.* *n.*

me-te-or-ol-o-gy (mē'tē ər ol'ə jē) the science of the atmosphere and weather: *Weather forecasting is a part of meteorology.* *n.*

mol-e-cule (mol'ə kyūl') 1 the smallest particle into which a substance can be divided without chemical change. 2 a very small particle. *n.*

mo-ment (mō'mənt) 1 a very short space of time; an instant: *In a moment, all was changed.* 2 a particular point of time: *I started home the very moment I received your message.* 3 importance or significance: *The Premier was busy on a matter of moment.* *n.*

mon-ar-chy (mon'ər kē) 1 government by a monarch. 2 a nation governed by a monarch. *n.*, *pl.* **mon-ar-chies**.

mos-qui-to (məs kē'tō) a small, slender insect: *The female mosquito can pierce the skin of people and animals and draw blood, causing a sting that itches.* *n.*, *pl.* **mos-qui-toes** or **mos-qui-tos**.

most-ly (mōst'lē) almost all; for the most part; mainly; chiefly. *adv.*

multi- combining form. 1 having many or

hat, āge, fār; let, ēqual, tērm; it, īce
hot, ōpen, ōrder; oil, out; cup, pūt, rŭle
ābove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ƳH, then; zh, measure

several, as in *multiform*. 2 many or several times, as in *multimillionaire*.

mu-nic-i-pal-i-ty (myū nis'ə pal'ə tē) a city, town, county, district, township, or other area having local self-government. *n.*, *pl.* **mu-nic-i-pal-i-ties**.

mys-ter-i-ous (mis tēr'ē əs) 1 full of mystery; hard to explain or understand; secret; hidden: *Electricity is mysterious.* 2 suggesting mystery: *a mysterious look.* *adj.*

mys-ter-y (mis'tər ē) 1 a secret; something that is hidden or unknown. 2 secrecy; obscurity. 3 something that is not explained or understood: *the mystery of the migration of birds.* 4 a story, play, etc. about strange or secret events: *My sister likes reading mysteries.* *n.*, *pl.* **mys-ter-ies**.

na-ture (nā'chər) 1 the way things are and grow in the world without the aid or interference of man: *It is a law of nature.* 2 the outdoor world of plant and animal life as contrasted with the man-made world of cities, houses, and industry: *He is a lover of nature.* 3 the qualities or abilities with which a person or animal is born: *It is the nature of birds to build nests and of men to talk.* 4 character: *Cruelty is not in her nature.* 5 sort; kind: *books of a scientific nature.* *n.*

near-ly (nēr'lē) 1 almost: *It is nearly bedtime.* 2 closely: *It will cost more than we can afford, as nearly as I can figure it.* *adv.*

neigh-bor or **neigh-bour** (nā'bər) 1 someone who lives in the next house or nearby. 2 a person or thing that is near or next to another: *The big tree brought down several of its smaller neighbors as it fell.* 3 be near or next to; adjoin. 4 a fellow human being: *One should be kind to one's neighbor.* 1, 2, 4 *n.*, 3 *v.*

-ness a suffix meaning: being ____: *Blackness means being black. Carefulness means being careful.*

nick-el (nik'əl) 1 a hard, silvery white metallic element: *Nickel is much used in mixtures with other metals.* 2 a coin containing nickel; a five-cent piece. *n.*

o-a-sis (ō ā'sis) 1 a fertile spot in the desert: *Water is always available at an oasis.* 2 any fertile spot in a barren land; any pleasant place in a desolate region. *n.*, *pl.* **o-a-ses** (ō ā'sēz).

of-fice (of'is) 1 the place in which the work of a business or profession is done; a room or rooms in which to do such work: *The executive offices were on the second floor.* 2 a position, especially a public position: *The M.P. was appointed to the office of Minister of Defence.* 3 the duty of one's position; one's

job or work: *It is his office to open the mail.* 4 the staff of persons carrying on work in an office: *Half the office is on vacation.* 5 an attention; an act of kindness or unkindness; a service or an injury: *Through the good offices of a friend, I was able to get a ticket to the game.* *n.*

on·to (on'tü) on to; to a position on: *to throw a ball onto the roof, to get onto a horse, a boat driven onto the rocks.* *prep.*

o·pen·ing (ö'pən ing) 1 an open or clear space; a gap or hole: *an opening in a wall, an opening in the forest.* 2 the first part; the beginning: *the opening of his lecture.* 3 first; beginning: *the opening words of his speech.* 4 a formal beginning: *The opening of the new theatre will be at three o'clock tomorrow afternoon.* 5 a job, place, or position that is open or vacant: *an opening for a teller in a bank, an opening for a teacher in a school.* 6 a favorable chance or opportunity: *In talking with your mother, I made an opening to ask her about sending you to camp. As soon as I saw an opening, I got up quickly and left the room.* 1, 2, 4-6 *n.*, 3 *adj.*

-or a suffix meaning a person or thing that ____: *Actor means a person that acts. Generator means a thing that generates.*

ouch (ouch) an exclamation expressing sudden pain. *interj.*

page¹ (pāj) 1 one side of a leaf or sheet of paper: *a page in this book.* 2 a record: *the pages of history.* 3 a happening or time considered as part of history: *The settling of the West is an exciting page in our history.* *n.*

page² (pāj) 1 a servant, often a boy, who runs errands, carries hand luggage, etc. for guests at hotels, etc.: *The pages at hotels usually wear uniforms.* 2 try to get a message to a person by means of an announcement, either by a page or on a public address: *The store manager paged the lost boy's mother on the P.A.* 3 a messenger in the House of Commons, the Senate, or the Legislative Assembly. 4 in former times, a young man who was preparing to be a knight. 1, 3, 4 *n.*, 2 *v.*, *paged, pag-ing.*

par·lia·ment (pär'lə mənt) an assembly of elected members who make up the highest lawmaking body in certain countries, including Canada and Great Britain: *The Canadian Parliament is composed of the Senate and the House of Commons.* *n.*

pas·sen·ger (pas'en jər) a traveller in a train, bus, boat, airplane, etc., usually one who pays a fare. *n.*

pas·ture (pas'chər) 1 a grassy field or hillside; grassy land on which cattle, sheep, or horses can feed. 2 grass and other growing plants: *These fields afford excellent pasture.* 3 put cattle, sheep, etc. out to pasture. 4 feed on growing grass, etc. 1, 2 *n.*, 3, 4 *v.*, *pas-tured, pas-tur-ing.*

pa·trol (pə tröl') 1 go the rounds as a watchman or a policeman does: *The sentries patrolled the camp.* 2 the persons who patrol: *The patrol was changed at midnight.* 3 the act or process of going the rounds to watch or guard: *He was on patrol last night.* 4 a group of

soldiers, ships, or airplanes sent out to find out all they can about the enemy. 5 one of the subdivisions of a troop of Boy scouts or Girl Guides: *There are eight people in a patrol, including a patrol leader and a second.* 1 *v.*, *pa-trolled, pa-trol-ling*; 2-5 *n.*

pə·rim·e·ter (pə rim'ə tər) 1 the outer boundary of a figure or area: *the perimeter of a circle. A fence marks the perimeter of the field.* 2 the distance around such a boundary. *n.*

per·pen·dic·u·lar (pər'pən dik'yə lər) 1 upright; standing straight up: *a perpendicular cliff.* 2 at right angles: *One line is perpendicular to another when it makes a square corner with another. The floor of a room is perpendicular to the side walls and parallel to the ceiling.* 3 a perpendicular line, plane, or position. 1, 2 *adj.*, 3 *n.*

pi·rate (pī'rit) 1 one who attacks and robs ships; a robber on the sea. 2 be a pirate. 3 publish or use without the author's, inventor's, or owner's permission. 1 *n.*, 2, 3 *v.*, *pi-rat-ed, pi-rat-ing.*

plain (plān) 1 clear; easy to understand; easily seen or heard: *The meaning is plain.* 2 clearly; in a plain manner: *Speak it plain.* 3 without ornament or decoration: *a plain dress.* 4 all of one color; without a printed or woven pattern: *a plain blue dress.* 5 not rich or highly seasoned: *plain food.* 6 common; ordinary; simple in manner: *a plain man of the people.* 7 not pretty: *a plain girl.* 8 frank; honest; sincere: *plain speech.* 9 a flat stretch of land; prairie: *the western plains. Cattle wandered over the plain.* 1, 3-8 *adj.*, 2 *adv.*, 9 *n.*

Plain and **plane** are pronounced the same.

play·ful (plā'fəl) 1 full of fun; fond of playing. 2 joking; not serious: *a playful remark.* *adj.*

plu·ral (plūr'əl) 1 referring to more than one: *Scissors is a plural noun. The plural form of 'boy' is 'boys.'* 2 the form of a word used to show that more than one are meant: *The plural of 'book' is 'books,' of 'man' 'men,' and of 'this' 'these.' 'Books,' 'men,' and 'these' are all plurals.* 1 *adj.*, 2 *n.*

pound¹ (pound) 1 a measure of weight; 16 ounces (about 0.45 kilograms). 2 a unit of troy weight; 12 ounces (about 0.37 kilograms). 3 a unit of money of Great Britain, worth about \$2.00 in Canadian money: *One pound is equal to 100 new pence. Symbol (for def. 3): £ n., pl. pounds or pound.*

pound² (pound) 1 hit hard again and again; hit heavily: *He pounded the door with his fist.* 2 beat hard; throb: *After a hard run your heart pounds.* 3 crush to powder or pulp by beating. 4 move heavily: *He pounded down the hill to catch the bus.* *v.*

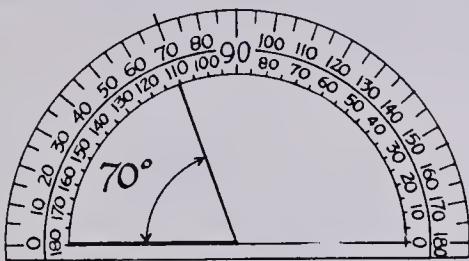
pound³ (pound) an enclosed place in which to keep stray animals: *The dogcatcher took the collie to the city pound.* *n.*

pow·er (pou'ər) 1 strength; might; force: *Penicillin is a medicine of great power. Bulldozers have great power.* 2 the ability to do or act: *I will give you all the help in my power. The fairy had power to change into different shapes.* 3 authority; right; control; influence:

Parliament has power to declare war. *Jack was in the power of the giant.* 4 a person, nation, or thing who has authority or influence: *Five powers held a peace conference.* 5 energy or force that can do work: *Running water can be used to operate a turbine and produce electric power.* 6 provide with power or energy: *a boat powered by an outboard motor.* 7 operated by a motor; equipped with its own motor: *a power drill.* 8 the capacity of an instrument to magnify: *An object seen through a microscope with a power of ten looks ten times its actual size.* 1-5, 7, 8 *n.*, 6 *v.*

pre- a prefix meaning: before in place, time, order, or rank, as in *prehistoric*, *premeditate*, *prepay*.

pro·tein (prō'tēn) one of the substances that contain nitrogen and are a necessary part of the cells of animals and plants: *Meat, milk, cheese, eggs, and beans contain protein.* *n.*



A protractor

pro·trac·tor (prō trak'tər) an instrument for drawing or measuring angles. *n.*

quan·ti·ty (kwon'tə tē) 1 an amount: *Equal quantities of nuts and raisins were used in the cake.* 2 a large amount; large number: *The baker buys flour in quantity.* *She owns quantities of books.* *n.*, *pl. quantities.*

ques·tion (kwes'chən) 1 something asked in order to get information. 2 ask in order to get information: *The police questioned the witness of the accident.* 3 a matter to be talked over or considered; problem: *They were discussing an important question.* 4 a matter to be voted upon: *The president asked if the club members were ready for the question.* 5 to doubt; dispute: *I question the truth of many fish stories.* 1, 3, 4 *n.*, 2, 5 *v.*

quick (kwik) 1 fast and sudden; swift: *The cat made a quick jump.* *Many weeds have a quick growth.* 2 coming soon; prompt: *a quick reply.* 3 not patient; hasty: *a quick temper.* 4 acting quickly; lively; ready: *a quick wit, a quick ear.* 5 quickly: *Come quick!* 6 tender, sensitive flesh, especially the flesh under a fingernail or toenail: *The child bit his nails down to the quick.* 7 the tender, sensitive part of one's feelings: *The boy's pride was cut to the quick by the words of blame.* 8 living persons: *the quick and the dead.* 1-4 *adj.*, 5 *adv.*, 6-8 *n.* —*quick'ly*, *adv.* —*quick'ness*, *n.*

qui·et (kwī'ət) 1 making no sound; with little or no noise: *quiet footsteps, a quiet room.* 2 still; moving very little: *a quiet river.* 3 at rest; not busy: *a quiet evening at home.* 4 peaceful; gentle: *a quiet girl, quiet manners.* 5 stillness; peace; freedom from disturbance: *to read in*

hat, āge, fār; let, ēqual, tērm; it, Ice hot, ōpen, ōrder; oil, out; cup, pūt, rŭle
ābove, takēn, pencēl, lemān, circās
ch, child; ng, long; sh, ship
th, thin; ꝥH, then; zh, measure

quiet. 6 make quiet: *The mother quieted her frightened child.* 7 become quiet: *The wind quieted down.* 8 not showy or bright: *Grey is a quiet color.* 1-4, 8 *adj.*, 5 *n.*, 6, 7 *v.* —*qui'et-ness*, *n.*

ra·di·a·tion (rā'dē ā'shən) 1 the act or process of giving out light, heat, or other radiant energy. 2 the energy radiated: *The radiation from an atomic bomb is dangerous to life.* 3 a radio-active ray or rays: *Radiation is harmful to living tissue.* *n.*

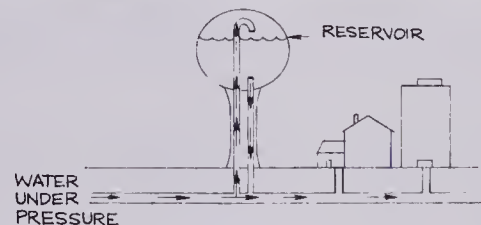
rang·er (rān'jər) 1 a person employed to guard a tract of forest. 2 a soldier of certain regiments originally organized for fighting in the North American forests: *Butler's Rangers, the Queen's Rangers.* 3 Also, **Ranger**, a member of the senior branch of the Girl Guides, for girls over 16 years. *n.*

ra·ti·o (rā'shē ō' or rā'shō) the relation of one number or quantity to another: *'He has sheep and cows in the ratio of 10 to 3' means that he has ten sheep for every three cows.* *The ratio of 10 to 3 is written as 10:3; 10/3, 10 ÷ 3, or 10/3.* *The ratios of 3 to 5 and 6 to 10 are the same.* *n.*, *pl. ra·ti·os.*

re- a prefix meaning: 1 again; anew; once more, as in *reappear, rebuild, reopen, re-enter.* 2 back, as in *recall, repay, replace.*

re·al·ize (rē'al īz') 1 understand clearly; be fully aware of: *The teacher realizes now how hard you worked.* 2 make real: *Her uncle's present made it possible for her to realize her dream of going to Europe.* *v.*, *re-al-ized*, *re-al-iz-ing.* Also, *realise.*

re·port (ri pōrt') 1 an account or statement of facts: *a school report, a report of a traffic accident.* 2 give an account of something; make a report; state formally: *Our treasurer reports that all dues are paid up.* 3 repeat or give an account of; describe; tell: *The radio reports the news and weather.* 4 present oneself: *Report for work at eight o'clock.* 5 the sound of a shot or an explosion: *the report of a gun.* 6 common talk; rumor: *Report has it that our neighbors are leaving town.* 1, 5, 6 *n.*, 2-4 *v.*



A tank type of reservoir, showing the pipes inside

res·er·voir (rez'ər vwär' or rez'ər vwôr') 1 a place where water is collected and stored for use: *This reservoir supplies the entire city.* 2 anything to hold a liquid: *A fountain pen has an ink reservoir.* 3 a place

where anything is collected and stored: *His mind was a reservoir of facts.* 4 a great supply: *a reservoir of weapons.* *n.*

res-pi-ra-tion (res'pə rā'shən) breathing: *Her bad cold hinders respiration.* *n.*

re-spon-si-bil-i-ty (ri spon'sə bil'ə tē) 1 being responsible; obligation: *A little child does not feel much responsibility.* 2 something for which one is responsible: *Keeping house and caring for the children are her responsibilities.* *n., pl. re-spon-si-bil-i-ties.*

rev-o-lu-tion (rev'ə lū'shən) 1 a complete, often violent, overthrow of a government or political system. 2 a complete change: *Plastics have brought about a revolution in industry.* 3 a movement in a circle or curve around some point: *One revolution of the earth around the sun takes a year.* 4 a turning round a centre; rotation: *The revolution of the earth causes day and night.* 5 a single complete turn around a centre: *The wheel of the motor turns at a rate of more than one thousand revolutions a minute.* *n.*

ro-ta-tion (rō tā'shən) 1 turning round a centre; turning in a circle: *the rotation of a top.* *The earth's rotation causes night and day.* 2 a system of taking turns; changing in regular succession: *The job of classroom roll call is done in rotation.* 3 in farming, varying the crops grown in the same field to keep the soil from losing its fertility. *n.*

rough (ruf) 1 not smooth; not level; not even: *rough boards, the rough bark of oak trees, a rough, rocky hill.* 2 stormy: *rough weather.* 3 likely to hurt others; harsh; not gentle: *rough manners.* 4 without luxury and ease: *a rough life in camp.* 5 without polish or fine finish: *rough diamonds.* 6 not completed; done as a first try; without details: *a rough drawing, a rough idea.* 7 coarse and tangled: *rough fur, a dog with a rough coat of hair.* 8 a coarse, violent person. 9 *Informal.* unpleasant; hard; severe: *He was in for a rough time.* 10 make rough; roughen. 11 treat roughly: *The angry mob roughed up the suspected traitor.* 12 shape or sketch roughly: *rough out a plan, rough in the outlines of a face.* 13 in a rough manner; roughly: *Those boys play too rough for me.* 1-7, 9 *adj.*, 8 *n.*, 10-12 *v.*, 13 *adv.* —*rough'ness, n.*

row¹ (rō) a line of people or things: *The children stood in a row in front of the row of chairs.* *Corn is planted in rows.* *n.*

☞ **Row¹, row², and roe** are pronounced the same.

row² (rō) 1 move a boat by means of oars: *We rowed to the island. Row the boat to the island.* 2 carry in a rowboat: *He rowed us to shore.* 3 a trip in a rowboat: *It's only a short row.* 1, 2 *v.*, 3 *n.*

☞ See note at **row¹**.

row³ (rou) a noisy quarrel; a loud disturbance: *The three children had a row over the bicycle. What's all this row about?* *n.*

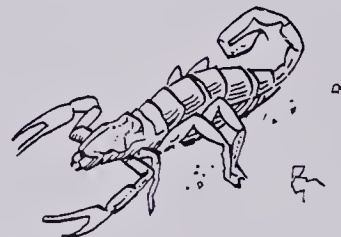
sau-cer (so'sər or sō'sər) 1 a shallow dish to set a cup on. 2 a small, round dish with its edge curved up. 3 something round and shallow like a saucer. *n.*

save¹ (sāv) 1 make safe from harm, danger, hurt, loss, etc.; rescue: *The dog saved the boy's life. The woman saved her jewels from the fire.* 2 keep safe from harm, danger, hurt, loss, etc.; protect: *to save one's honor.* 3 lay aside; store up: *to save money. She saves pieces of string.* 4 keep from spending or wasting: *Save your strength.* 5 avoid expense or waste: *She saves in every way she can.* 6 prevent; make less: *to save work, to save trouble, to save expense.* 7 treat carefully to lessen wear, weariness, etc.: *Large print saves one's eyes.* 8 set free from sin and its results: *The Christian church teaches that Christ came to save the world.* *v., saved, sav-ing.*

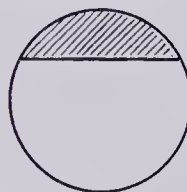
save² (sāv) except; but: *He works every day of the week save Sunday.* *prep.*

sci-en-tist (sī'ən tist) a person who has expert knowledge of some branch of science: *Persons specially trained in and familiar with the facts and laws of such fields of study as biology, chemistry, mathematics, physics, geology, and astronomy are scientists.* *n.*

A scorpion —
about 7 cm long



scor-pi-on (skôr'pē ən) a small animal belonging to the same group as the spider and having a poisonous sting at the end of its tail. *n.*



The shaded part is
a segment of the circle.

seg-ment (seg'mənt) a piece or part cut off, marked off, or broken off; division; section: *An orange is easily pulled apart into its segments.* *n.*

seis-mo-graph (sīz'mə graf' or sīs'mə graf') an instrument for recording the direction, intensity, and duration of earthquakes. *n.*

sen-ate (sen'it) 1 a governing or lawmaking assembly: *the senate of a university.* 2 the upper and smaller branch of a parliament or assembly that makes laws: *The Canadian Senate, which consists of 102 members, is made up of representatives from each province.* *n.*

ser-geant (sär'jənt) 1 a non-commissioned officer in the armed forces, ranking next above corporal. 2 a police officer usually ranking next above an ordinary policeman. *n.*

se-ries (sēr'ēz) 1 a number of similar things in a row: *A series of rooms opened off the long hall.* 2 a number of things placed one after another: *in an alphabetical series.* 3 a number of things or events happening one after the other: *A series of rainy days spoiled their vacation.* *n., pl. se-ries.*

sher-iff (sher'if) 1 in Canada, an official whose job is


to enforce certain court orders, such as evicting persons for failure to pay rent and escorting convicted persons to prison. 2 in the United States, the most important law-enforcing officer of a county. *n.*

sol-u-ble (sol'yə bəl) 1 that can be dissolved: *Salt is soluble in water.* 2 that can be solved: *soluble puzzles.* *This problem is soluble.* *adj.*

spend (spend) 1 pay out: *She spent ten dollars today.* 2 pay out money: *Earn before you spend.* 3 use; use up: *Don't spend any more time on that lesson.* 4 pass: *We spent last summer at the seashore.* 5 wear out: *The storm has spent its force.* *v., spent, spend-ing.*

stamp (stamp) 1 a small piece of paper with a sticky back, put on letters, papers, parcels, etc., to show that a charge has been paid. 2 a similar piece of paper used for any of various purposes. 3 put a stamp on: *stamp a letter, stamp an official document.* 4 bring down one's foot with force: *He stamped his foot in anger. He stamped on the spider.* 5 the act of stamping. 6 pound; crush; trample; tread: *She stamped out the fire.* 7 an instrument that cuts, shapes, or prints a design on paper, metal, wax, etc.; thing that puts a mark on: *The stamp had her name on it.* 8 mark with such an instrument: *She stamped the papers with the date.* 9 the mark made by such an instrument. 10 a mill or machine that crushes rock, etc. 11 show to be of a certain quality or character: *His speech stamps him as a man of education.* 12 an impression; marks: *Her face bore the stamp of suffering.* 1, 2, 5, 7, 9, 10, 12 *n.*, 3, 4, 6, 8, 11 *v.*

sta-tis-tics (stə tis'tiks) 1 numerical facts about people, business conditions, the weather, etc.: *population statistics.* 2 the science of collecting and classifying such facts in order to show their significance. *n.*

strait (strāt) 1 a narrow channel connecting two larger bodies of water. 2 *straits*, *pl.* difficulty; need; distress: *He was in desperate straits for money.* *n.*
 Strait and straight are pronounced the same.

stu-pid (styū'pid or stü'pid) 1 not intelligent; dull: *a stupid person, a stupid remark.* 2 not interesting; boring: *a stupid book.* *adj.*

tape (tāp) 1 a long, narrow strip of cloth, paper, plastic, etc.: *That candy store uses fancy tape to tie all packages.* 2 something like such a strip: *The strip stretched across the finish line in a race is called a tape.* *A tape of cloth or steel, marked in centimetres, etc., is used for measuring. Sound may be recorded on a kind of plastic tape.* 3 a strip of material coated with a sticky substance to make it adhere to a surface: *He strengthened his hockey stick by wrapping tape around it.* 4 a strip of plastic that has been magnetized for recording sound or television images and sound. 5 record on tape by means of a tape-recorder: *The program was taped for broadcasting at a later time.* 6 fasten with tape; wrap with tape: *The doctor taped up the wound.* 1-4 *n.*, 5, 6 *v.*, *taped, tap-ing.*

tem-per-ate (tem'pər it) 1 not very hot and not very cold: *Much of Canada lies in the North Temperate Zone.* 2 moderate; using self-control: *He spoke in a*

hat, āge, fār; let, ēqual, tērm; it, Ice hot, ōpen, ōrder; oil, out; cup, pūt, rüle above, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ʔH, then; zh, measure

temperate manner, not favoring either side especially. 3 moderate in using alcoholic drinks: *A temperate man never drinks too much.* *adj.*

ten-nis (ten'is) a game played by two or four players on a special court, in which a ball is hit back and forth over a net with a racket. *n.*

ther-mo-stat (thèr'mə stat') an automatic device for regulating temperature: *Most furnaces and ovens are controlled by thermostats.* *n.*


thun-der (thun'dər) 1 the loud noise that accompanies a flash of lightning: *Thunder is caused by a disturbance of the air resulting from the discharge of electricity.* 2 give forth thunder: *It thundered, but no rain fell.* 3 any noise like thunder: *the thunder of Niagara Falls, a thunder of applause.* 4 make a noise like thunder: *The cannon thundered.* 5 utter very loudly; roar: *thunder a reply.* 1, 3 *n.*, 2, 4, 5 *v.*

ti-tle (tī'təl) 1 the name of a book, poem, picture, song, etc. 2 a name showing a person's rank, occupation, or condition in life: *King, Duke, Captain, Doctor, Professor, Madame, and Miss are titles.* *The first letter in titles is capitalized.* 3 the first-place position; a championship. *n.*

tor-toise (tôr'tās) a turtle, especially a land turtle. *n., pl. tor-tois-es or tor-toise.*

tough (tuf) 1 bending without breaking: *Leather is tough; cardboard is not.* 2 hard to cut, tear, or chew: *The steak was so tough he couldn't eat it.* 3 strong; hardy: *Donkeys are tough little animals and can carry big loads.* 4 hard; difficult: *Dragging the load uphill was tough work for the horses.* 5 hard to influence; stubborn: *a tough customer.* 6 rough; disorderly: *He lived in a tough neighborhood.* 7 a rough person: *A gang of toughs attacked the policeman.* 1-6 *adj.*, 7 *n.*

tow¹ (tō) 1 pull by a rope, chain, etc.: *The tug is towing three barges.* 2 the act of towing. 3 the condition of being towed: *The launch had the sailboat in tow.* 4 what is towed: *Each tug had a tow of three barges.* 5 the rope, chain, etc. used for towing. 1 *v.*, 2-5 *n.*

 Tow and toe are pronounced the same.

tow² (tō) the coarse and broken fibres of flax, hemp, etc., prepared for spinning: *This string is made of tow.* *n.*

train (trān) 1 a connected line of railway cars pulled by an engine: *a very long freight train of 100 cars.* 2 a line of people, animals, wagons, trucks, etc. moving along together: *A train of snowmobiles sped across the ice.* 3 a part of a cloak or gown that trails behind the wearer: *Two attendants carried the queen's train.* 4 a group of followers: *the rodeo star and his train.* 5 a series; succession: *A train of misfortunes overcame the hero.* 6 bring up; rear; teach: *He trained his sons to respect their parents and teachers.* 7 make skilful by

teaching and practice: *train women as nurses. Saint Bernard dogs were trained to hunt for travellers lost in the snow.* 8 make fit by exercise and diet: *The runners trained for races.* 9 point; aim: *to train guns upon a fort.* 10 bring into a particular position: *We trained the vines around the post.* 1-5 *n.*, 6-10 *v.* —**train'er**, *n.*

tun-dra (tun'drə) a vast, level, treeless plain in the arctic regions: *The ground beneath the surface of the tundra is frozen even in summer.* *n.*

un-der-stand (un'dər stand') 1 get the meaning of; comprehend: *Now I understand the teacher's question.* 2 get the meaning: *People listen but often do not understand.* 3 know well; know how to deal with: *A good teacher understands children.* 4 be informed; learn: *I understand that he is leaving town.* 5 take as a fact; believe: *It is understood that you will come.* 6 supply in the mind. In 'He hit the tree harder than I,' the word *did* is understood after *I*. *v.*, **un-der-stood**, **un-der-stand-ing**.

un-less (un les') if it were not that; if not: *We shall go unless it rains.* *conj.*

un-til (un til') 1 up to the time of: *It was cold from Christmas until April.* 2 up to the time when: *He waited until the sun had set.* 3 before: *She did not leave until morning.* 4 to the point or stage that: *He worked until he was too tired to do more.* 1, 3 *prep.*, 2, 4 *conj.*

u-su-al (yü'zhü əl) in common use; customary; ordinary: *Snow is usual in most of Canada during winter.* *adj.* —**u'su-al-ly**, *adv.*

vam-pire (vam'pīr) 1 an imaginary creature believed to be a corpse that comes back to life at night and sucks the blood of people while they sleep. 2 a person who ruthlessly takes advantage of others. *n.*

vi-rus (vī'rəs) 1 any one of a group of substances that cause certain infectious diseases: *Viruses are so small that they cannot be seen through most microscopes.* 2 something that poisons the mind or morals: *the virus of prejudice.* *n.*

vol-ca-no (vol kā'nō) 1 an opening in the earth's crust through which steam, ashes, and lava are forced out. 2 a hill or mountain around this opening, built up of the material that is forced out. *n.*, *pl.* **vol-ca-noes** or **vol-ca-nos**.

vo-ya-geur (voi'ə zhèr') *Cdn.* 1 a boatman, especially a French Canadian, in the service of the early fur-trading companies. 2 a boatman or woodsman of the Canadian forests, especially in the North. *n.*

wake¹ (wāk) 1 stop sleeping: *I usually wake at dawn.* 2 cause to stop sleeping: *The noise will wake the baby.* 3 be awake; stay awake: *all his waking hours.* 4 become alive or active: *Flowers wake in the spring.* 5 make alive or active: *He needs some interest to wake him up.* 6 a watching over the body of a dead person before its burial. 7 keep watch. 1-5, 7 *v.*, **woke** or **waked**, **wak-ing**; 6 *n.*

wake² (wāk) 1 the track left behind a moving ship. 2 a track left behind anything. *n.*

weird (wērd) 1 unearthly; mysterious; wild; strange: *The witches moved in a weird dance. We were awakened by a weird shriek.* 2 *Informal.* odd; fantastic; queer: *The shadows made weird figures on the wall.* *adj.*

wheth'er (weTH'ər or hweTH'ər) 1 a word used in expressing a choice or an alternative: *Whether we go or whether we stay matters very little. He does not know whether to go to the shop or not.* 2 *if:* *He asked whether he should finish the work.* 3 *either:* *Whether sick or well, she is always cheerful.* *conj.*

Whether and weather are sometimes pronounced the same.

whose (hüz) of whom; of which: *The girl whose work got the prize is the youngest in her class. Whose book is this?* *pron.*

wing (wing) 1 the part of a bird, insect, or bat used in flying, or a corresponding part of a bird or insect that does not fly. 2 anything like a wing in shape or use: *the wings of an airplane.* 3 a part that sticks out from the main part or body: *The house has a wing at each side.* 4 either of the side portions of an army or fleet ready for battle. 5 either of the spaces to the right or left of the stage in a theatre. 6 a part of an organization: *The left wing of the party opposed the new policy.* 7 fly: *The bird wings its way to the south.* 8 make able to fly; give speed to: *Terror winged his steps as the bull drew nearer.* 9 wound in the wing or arm: *The bullet winged the bird but did not kill it.* 1-6 *n.*, 7-9 *v.* —**wing'less**, *adj.*

yours (yürz; *unstressed*, yərz) 1 of you; belonging to you: *The red book is yours.* 2 the one or ones belonging to or having something to do with you: *My hands are clean; yours are dirty. I like ours better than yours.* *pron.*

your-self (yür self'; *unstressed*, yər self') 1 a form used instead of *you* when referring back to the subject of the sentence: *Did you hurt yourself? Try to do it by yourself.* 2 a form of *you* used to make a statement stronger: *You yourself know the story is not true.* 3 your real or true self: *Now that your cold is better, you'll feel like yourself again.* *pron., pl. your-selves.*

ze-ro (zēr'ō) 1 nought; the figure 0: *There are three zeros in 40 006.* 2 the point marked as 0 on the scale of a thermometer, etc: *A thermometer reads up and down from zero.* 3 the temperature that corresponds to zero on the scale of a thermometer: *The forecast is zero. Water freezes at zero.* 4 of or at zero: *a zero score.* 5 nothing: *The other team's score was zero.* 6 not any; none at all: *The weather station at the airport announced zero visibility.* 7 the lowest point: *The team's spirit sank to zero after its third defeat.* 1-3, 5, 7 *n.*, *pl. ze-ros* or *ze-roes*; 4, 6 *adj.*

Zero came into English from an Italian word which in turn was taken from the Arabic word *sifr*, meaning 'empty.' It is related to *cipher*.

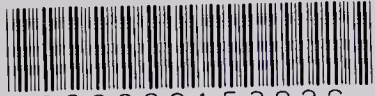
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